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ABSTRACT

In 1976 the California state legislature adopted Assembly Concurrent Resolution 201, which called for the preparation of a plan to address and overcome, by 1980, the underrepresentation of handicapped students in public higher education institutions in the state. The plan presented here is the result of consultation between the state postsecondary education commission, the three public higher education segments in the state (the University of California, the California State University and Colleges, and the California Community Colleges), and the consumer group of students with disabilities. The plan consists of these elements: statewide objective; integration; definitions; segmental/campus plans; budgets; enrollment data/comparison base; accountability/administration; evaluation; and action summary. The appendixes, which comprise the bulk of the document, consist of the text of the legislation, responses to the resolution by the three segments, section 504 of the federal Rehabilitation Act of 1973, and California Assembly Bill No. 77, a related bill. (MSE)

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A State Plan for Increasing the Representation of Students With Disabilities in Public Higher Education

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JUNE 1978

California Postsecondary
Education Commission

Resolution 19-78

Approving A State Plan for Increasing the Representation of Students With Disabilities in Public Higher Education

WHEREAS, Assembly Concurrent Resolution 201 (Resolution Chapter 158, 1976) requested the Regents of the University of California, the Trustees of the California State University and Colleges, and the Governors of the California Community Colleges to

> . . . prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education as compared to the general proportion of such students in recent California high school graduation classes,

and

WHEREAS, The California Postsecondary Education Commission was requested to "integrate and transmit the plans to the Legislature," and

WHEREAS, The Commission approved a report entitled, Equal Educational Opportunities for People With Disabilities: A Preliminary Response to ACR 201, in March 1978, as its interim response to ACR 201, and

WHEREAS, The Commission continued to work with the public segments to develop an integrated statewide plan to overcome the underrepresentation of people with disabilities in higher education; now, therefore, be it

RESOLVED, That the California Postsecondary Education Commission approves the report entitled, A State Plan for Increasing the Representation of Students With Disabilities in Public Higher Education, as its final response to ACR 201, and be it further

RESOLVED, That the Commission authorizes its Director to transmit the report to the Legislature, the Governor, the Regents of the University of California, the Trustees of the California State University and Colleges, and the Governors of the California Community Colleges.

Adopted
June 12, 1978

A STATE PLAN FOR INCREASING THE REPRESENTATION OF STUDENTS WITH DISABILITIES IN PUBLIC HIGHER EDUCATION

A Response
to
Assembly Concurrent Resolution 201

California Postsecondary Education Commission
June 1978

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INTRODUCTION

In its Five-Year Plan for California Postsecondary Education (1975) and in subsequent updates, the Commission adopted two statewide goals relating to the education of persons with disabilities:

> Maximize physical access to educational institutions, centers, programs, or services.
>
> Work toward the equitable participation of . . . the handicapped in the admission and retention of postsecondary education students.

In 1976, the Legislature adopted Assembly Concurrent Resolution 201 (Appendix A), which directed the three public segments to "prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education." The Commission was to integrate these plans and transmit them to the Legislature and the Governor with comments.

On March 13, 1978, the Commission approved a staff report entitled, Equal Educational Opportunities for People with Disabilities: A Preliminary Response, which transmitted the segmental plans to the Legislature and Governor and discussed several of the problems inhibiting a more complete response to ACR 201. These problems included the lack of an appropriate statewide comparison group, the lack of data needed to determine the degree of underrepresentation, and the lack of any estimates of the funding needed to implement a statewide affirmative action program for students with disabilities.

Despite the lack of statistical data and information, the Commission felt that it could still work with the segments to produce a statewide plan to increase the representation of students with disabilities. The plan that follows is the result of consultation between the Commission, the segments, and the "consumer group"--students with disabilities--as represented on the Commission's Technical Advisory Committee on ACR 201. This plan is intended to provide a framework for the delivery of services to students with disabilities. It is expected that each segment will expand upon this plan according to its statutory mission and functions.

I. STATEWIDE OBJECTIVE: INTEGRATION

With the passage of Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) the federal government sought to establish a civil rights policy for people with disabilities. (See Appendix E.) The Act, which was not fully implemented until May 1977, provides that:

> . . . no qualified handicapped person, shall, on the basis of handicap, be excluded from the participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

The Act further stipulates that: "A recipient to which this subpart applies shall operate its programs and activities in the most integrated setting appropriate." The objective of integrating students with disabilities into the regular educational program, rather than establishing special programs and classes to accommodate such students, is an important objective, and one which the Commission believes must underlie segmental planning.

Prior to 1973, the focus of education for persons with disabilities, particularly at the K-12 and Community College levels, was on "special education," grouping students by disability and teaching them in separate classes or facilities. This "special education" approach is now generally considered outmoded, and possibly even damaging to some students' educational and social development. The trend now is toward providing educational services to students with disabilities "in the most integrated setting possible," encouraging independence and self-reliance and providing supportive services (such as texts in Braille, interpreters, or readers) only when such services are requested by the student.

The objective of integrating the student into the regular campus program and activities is termed "mainstreaming" by many professionals in the field. Some feel that mainstreaming is the only acceptable approach, since specialized classes can lead to a segregated educational situation. Opponents of this view (including some persons with disabilities) feel that while mainstreaming is the ideal, some students with disabilities may need and want specialized classes to enable them to succeed in postsecondary education. The Commission, in developing this plan, has taken both points of view into consideration.

For K-12 education in California, the counterpart to ACR 201 and the federal 504 regulations is Public Law 94-142. The vehicle for implementing this law, which requires a free and appropriate education for each handicapped child, is the California Master Plan for Special Education (AB 1250, Chapter 1247, Statutes of 1977). The major goal of these statutory mandates is to provide K-12 education based on the individual needs of the student, through developing an Individualized Education Plan (IEP) for each student. The rationale behind the IEPs is that, rather than classifying and funding students based on disability category, such students should be individually assessed and provided education "in the most integrated setting possible," with appropriate support services or specialized instruction only when needed and requested by the student and parents. The Master Plan requires each district to determine the "least restrictive environment" for each child, individually.

Clearly, the objective of recent federal and State laws is to integrate the student with a disability into the regular program and curriculum as far and as quickly as possible. *The Commission believes that the objective of this statewide plan--and the objective of all segmental planning to provide education to students with disabilities--should be to integrate or "mainstream" the student into the general campus programs and activities as far and as quickly as possible.* However, this is not to indicate that all specialized classes and programs must be terminated; "integration" is not meant to exclude additional adaptive or specialized courses or programs which the consumer (student with a disability) may wish or need to take. The student should be allowed to choose whether to go into the regular classes with appropriate supportive services (an interpreter, for example), or into specialized classes where offered (for example, a class taught by a teacher skilled in sign language as well as in the subject matter). The main concern is that specialized classes be offered to complement--not replace--the regular classes for students with disabilities. Ultimately, the choice must be left to the student.

II. DEFINITIONS

For the purpose of this integrated, statewide plan, the following definitions are adopted:

A. Student with a Disability/Handicapped Student/Consumer

Person enrolled in a postsecondary education program who has a physical or mental impairment which substantially limits one or more major life activities, or is regarded as having such an impairment (based on federal 504 regulations definition).

B. Supportive/Adaptive Services

May include, but need not be limited to: assessment of basic skills and potential; individual counseling; support personnel and equipment; "specific purpose" counseling; job preparation or training; job placement.

C. Special Classes/Programs

Special instruction for students with disabilities to the extent that it is necessary and legally permissible to meet individual needs. The main objective is to integrate the student into the regular college program and exceptions must be based upon individual circumstances. For example, the institution cannot conclude that all students with communicative disabilities are best served in special classes and programs. Before a student can be placed in a special class/program, it must be determined that regular classes/programs or modification of regular classes/programs will not meet the student's needs. The specific needs of each student must be assessed and the best educational course of action determined based on those needs.

III. SEGMENTAL/CAMPUS PLANS

The federal 504 regulations require each campus to conduct a self-evaluation to determine whether its "policies or practices may discriminate against handicapped persons and to take steps to modify any discriminatory policies and practices and their effects." The federal regulations also require consultation "with handicapped persons or organizations representing them." In addition, in the event that structural changes are required to meet the program-accessibility section of the 504 regulations, a campus must develop a "transition plan" setting forth the steps necessary to complete such changes. The Commission does not intend to duplicate the federal requirements for such plans. Instead, the Commission suggests that the campuses seek to combine the plan requirements for the federal 504 regulations with their planning to increase the representation of students with disabilities, as required in ACR 201. This is, in fact, what some of the campuses are now doing.

However, after reviewing the systemwide plans submitted by the three segmental offices in response to ACR 201, the Commission feels that some important areas have been overlooked, or at least not commented on. ACR 201 asks each segment to consider four points in addressing the underrepresentation of students with disabilities:

(1) Efforts to search out and contact qualified handicapped students;

(2) Alternate means of evaluating the potential of handicapped students;

(3) Augmented handicapped student financial assistance programs; and

(4) Improved counseling for handicapped students.

All three segmental plans addressed points (1) and (2). (See Appendices B-d.) However, the Community Colleges' plan does not specifically address point (3), augmented student financial aid programs. Regarding point (4), the State University plan does not specifically address improved counseling for students with disabilities. Finally, as mentioned in the Commission's Preliminary Report, none of the segmental plans gives any indication of whether additional funding is needed to implement the affirmative steps outlined in ACR 201. (See Section IV, "Budgets.") *The Commission recommends that each segment address any points in ACR 201 not specifically covered in its plan in an addendum to be submitted to the Commission on or before February 1, 1979.*

In addition to the four points specified in ACR 201, the segmental offices should ensure that each of their campuses includes the following components in its planning to increase the representation of students with disabilities:

Statement of commitment to integration or "mainstreaming;"

Campus census of students with disabilities to be done on a voluntary, self-identification basis;

Description of currently available services and programs to meet the needs of students with disabilities;

Description of proposed services and programs to meet the needs of the students and estimates of costs;

Description of a plan for the coordination of campus and outside agency resources;

Establishment of a broad-based advisory committee, with a description of its composition and responsibilities;

Provision for in-service training to increase faculty and staff awareness of the needs of students with disabilities; and

Description of the campus evaluation plan. (This could be the same evaluation as required in the federal 504 regulations.)

Commission staff feels that these components are necessary for effective planning to meet the needs and increase the representation of students with disabilities. All campus plans should address the needs of graduate and professional students, as well as those of undergraduates. The campus plans should be reviewed by the Campus Advisory Committee and made available for public inspection (Section VI, "Accountability/Administration").

IV. BUDGETS

While the Community Colleges receive funding under AB 77 (Appendix F) to provide services to students with disabilities, neither the State University nor the University receive similar funding. *The University, the State University, and the Community Colleges should prepare budget statements assessing the current expenses and estimating additional funds required to meet the needs and increase the representation of students with disabilities. These systemwide budget statements should include both staff and program costs and should be submitted to the Commission on or before August 1, 1978. These budget statements will be considered as part of the integrated, statewide plan and will be forwarded to the Legislature and the Governor.*

V. ENROLLMENT DATA/COMPARISON BASE

As discussed in the Preliminary Report, enrollment data on students with disabilities have not been gathered consistently from segment to segment. Such data are an absolute necessity for determining the representation of students with disabilities in each segment.

The Commission will work with the public and independent segments toward expanding its existing annual information collection program to include data on the enrollment of students with disabilities and the degrees awarded to these students.

The Preliminary Report also discussed the various difficulties connected with establishing an appropriate comparison group or base by which to judge the underrepresentation of students with disabilities. The State Department of Education has reported that its Office of Special Education will have such data by year of birth by disability available by the end of 1978. In addition, the State Department of Rehabilitation has contracted with the Survey Research Center at the University of California, Berkeley, to do a statewide survey of the extent and nature of disabilities in the California population. Data are not expected to be available until late 1978 or early 1979. While it would be extremely helpful to have such data to provide a benchmark as to the adequate representation of students with disabilities, the lack of such data at this time should not hinder progress in planning to meet the needs and increase the representation of students with disabilities.

If, and when, the comparison groups become available, the Commission will analyze the adequacy of the data and report to the Legislature and the Governor on the numbers of students with disabilities enrolled in each of the segments compared to the various comparison groups. Such a report could possibly be available by January 1, 1980.

VI. ACCOUNTABILITY/ADMINISTRATION

Since many campuses have a variety of programs and services available for students with disabilities, and since all of the campuses are required to comply with the federal 504 regulations, the Commission believes that the coordination of the programs, services, and compliance (at both the campus and systemwide levels) is of utmost importance if costly duplication of effort is to be avoided. With this in mind, the Commission believes that the following accountability mechanisms should be instituted (if not already present) in each segment:

1. Systemwide Coordinator

   There should be one person or office within the segmental office responsible for the systemwide planning, development, and coordination of all programs and services for students with disabilities. This person or office should be accountable for compliance with the student-related sections of the federal 504 regulations and the requirements of ACR 201.

2. Campus Coordinator

   There should be one person or office on the campus with the responsibility for planning, developing, and coordinating all programs and services for students with disabilities. The role of the Campus Coordinator's office should be to encourage independence and self-reliance on the part of the student, while at the same time helping the student evaluate his or her needs for support services. The Campus Coordinator should be accountable for implementing the student-related sections of the federal 504 regulations as well as for meeting the affirmative action provisions of ACR 201.

3. Campus Support Staff

   While the extent and nature of the support staff will vary from campus to campus, such staff could include: professional and paraprofessional counselors; student peer counselors; financial aid counselors (familiar with all State, federal, and local agency funding for students with disabilities); aides; teachers; and interpreters.

4. Campus Advisory Committee(s)

   This Committee should be advisory to and recognized by the chief administrative officer of the campus. It should be composed of students, faculty, and administrators, and campuses are encouraged to include representatives of appropriate community or State agencies, consumer groups, and any other appropriate organizations or individuals. The Campus Advisory Committee should include students who are representative of as wide a variety of disabilities as possible.

VII. EVALUATION

A. Campus Evaluations

Under the federal 504 regulations, each campus is required to conduct a self-evaluation as to the adequacy of its programs and services in meeting the needs of students with disabilities. The Commission believes that this self-evaluation can also serve to determine how well the campus is achieving increased representation of students with disabilities, as outlined in ACR 201. (For specific components of the campus evaluation, see previous pages 4 and 5.) The Campus Advisory Committee should be an integral part of, and actively participate in, the campus evaluation. Copies of the campus evaluation should be available on request to the systemwide office, the Commission, and members of the general public for review.

B. Segmental Evaluations

Along with the annual reporting of data on the enrollment of students with disabilities and degrees conferred, the segmental offices should prepare, every other year, a narrative evaluation of how well their campuses are meeting the needs of students with disabilities, the problems encountered (whether programmatic or budgetary), and the steps to be taken to resolve the problems. These segmental narrative evaluations should come to the Commission on a biennial basis, the first such evaluation to be due August 1, 1980.

VIII. ACTION SUMMARY

The Commission believes that the objective of this statewide plan--and the objective of all segmental planning to provide education to students with disabilities--should be to integrate or "mainstream" the student into the general campus programs and activities as far and as quickly as possible.

The Commission recommends that each segment address any points in ACR 201 not specifically covered in its plan in an addendum to be submitted to the Commission on or before February 1, 1979.

The University, the State University, and the Community Colleges should prepare budget statements assessing the current expenses and estimating additional funds required to meet the needs and increase the representation of students with disabilities. These systemwide budget statements should include both staff and program costs and should be submitted to the Commission on or before August 1, 1978. These budget statements will be considered as part of the integrated, statewide plan and will be forwarded to the Legislature and the Governor.

The Commission will work with the public and independent segments toward expanding its existing annual information collection program, to include data on the enrollment of students with disabilities and degrees awarded to these students.

If, and when, the comparison groups become available, the Commission will analyze the adequacy of the data and report to the Legislature and the Governor on the numbers of students with disabilities enrolled in each of the segments compared to the various comparison groups. Such a report could possibly be available by January 1, 1980.

Along with the annual reporting of data on the enrollment of students with disabilities and degrees conferred, the segmental offices should prepare, every other year, a narrative evaluation of how well their campuses are meeting the needs of students with disabilities, the problems encountered (whether programmatic or budgetary) and the steps to be taken to resolve the problems. These segmental narrative evaluations should come to the Commission on a biennial basis, the first such evaluation to be due August 1, 1980.

APPENDICES

A. Assembly Concurrent Resolution No. 201

B. University of California: Response to Assembly Concurrent Resolution 201

C. California State University and Colleges: Plans to Overcome the Underrepresentation of the Disabled

D. California Community Colleges: Reports to the California Postsecondary Education Commission in Response to Assembly Concurrent Resolution 201

E. Section 504 of the Rehabilitation Act of 1973

F. Assembly Bill No. 77

APPENDIX A

Assembly Concurrent Resolution No. 201

Assembly Concurrent Resolution No. 201

RESOLUTION CHAPTER 158

Assembly Concurrent Resolution No. 201—Relative to public higher education.

[Filed with Secretary of State September 13, 1976.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 201, Egeland. Public higher education.

An existing resolution requests the governing authorities of various institutions of public higher education to prepare a plan providing for addressing and overcoming, by 1980, ethnic, sexual, and economic underrepresentation in the makeup of the student bodies of institutions of public higher education, and to submit such plan to the California Postsecondary Education Commission by July 1, 1975, and requests similar reports annually thereafter.

This resolution would request such governing authorities to prepare a similar plan for handicapped students, as defined, and to submit such plan to the California Postsecondary Education Commission by July 1, 1977.

It would also request the California Postsecondary Education Commission to integrate and transmit such plans to the Legislature by the first legislative day of 1978.

WHEREAS, The Legislature recognized in enacting Resolution Chapter 209 of the Statutes of 1974 that certain groups, as characterized by sex, ethnic, or economic background, are underrepresented in our institutions of public higher education; and

WHEREAS, The Legislature recognizes that handicapped persons are also underrepresented in our institutions of public higher education and should be treated in the same manner as other underrepresented groups; and

WHEREAS, It is the intent of the Legislature that such underrepresentation be addressed and overcome by 1980; and

WHEREAS, It is the intent of the Legislature that this underrepresentation be eliminated by providing necessary auxiliary services and procedures to ensure entrance and retention rather than by rejecting any qualified student; and

WHEREAS, It is the intent of the Legislature to commit the resources to implement this policy; and

WHEREAS, As used in this measure, "handicapped students" shall mean persons enrolled in a postsecondary program who cannot benefit from the regular educational program provided without special services or programs, because of a physical, communication, or learning disability. Such disabilities shall be defined as follows:

(a) "Physical disability" means a disability attributable to a vision, mobility, orthopedic, or other health impairment.

(b) "Communication disability" means a disability attributable to a speech or hearing impairment.

(c) "Learning disability" means a disability attributable to a neurological, biochemical, or developmental impairment; the learning impairment shall be of a degree that is measurably responsive to specific educational services or programs; and

WHEREAS, It is the intent of the Legislature that institutions of public higher education shall consider the following methods for fulfilling this policy:

(a) Affirmative efforts to search out and contact qualified handicapped students.

(b) Experimentation to discover alternate means of evaluating the student potential of handicapped students.

(c) Augmented handicapped student financial assistance programs.

(d) Improved counseling for handicapped students; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University and Colleges, and the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education as compared to the general proportion of such students in recent California high school graduation classes, and to submit such plan to the California Postsecondary Education Commission on or before July 1, 1977. The California Postsecondary Education Commission is requested to integrate and transmit the plans to the Legislature with its comments by the first legislative day of 1978; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Regents of the University of California, the Trustees of the California State University and Colleges, the Board of Governors of the California Community Colleges, and the California Postsecondary Education Commission.

○

APPENDIX B

University of California
Response to Assembly Concurrent Resolution 201

Office of the Academic Vice Pres
Student Affairs and Services
September 1, 1977

UNIVERSITY OF CALIFORNIA
RESPONSE TO
ASSEMBLY CONCURRENT RESOLUTION 201

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I. INTRODUCTION

The University of California is committed to a policy of not discriminating against any qualified handicapped persons, on the basis of their handicap. This policy states that such persons cannot be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any University program or activity.

This commitment is consonant with ACR 201, which calls upon public postsecondary institutions to prepare plans for eliminating, by 1980, the underrepresentation of handicapped persons in such institutions "by providing necessary auxiliary services and procedures to ensure their entrance and retention."

As part of the process of developing the University's response to ACR 201, discussions were held with, and comments were solicited from, the campuses, including handicapped students on all nine campuses, physically disabled staff who work with handicapped students, and key administrators. The pride handicapped students have in their ability to achieve independence and self-reliance, and in their ability to gain their rightful place in the academic community and in society, was apparent from many of their comments.

It was also clear from many comments that while there may be a need for some auxiliary services and procedures, the development of special services could create unnecessarily segregated programs and could lead to an overaccommodation of the needs of handicapped students. By and large, these students believe their needs can best be accommodated by having full access to the regular programs provided for all students in the most integrated settings possible. The University is committed to ensuring that accessibility in order for handicapped students to achieve equality of opportunity.

It is the University's intention to take a vigorous posture in drawing handicapped students into the mainstream of the student body to ensure that they have the opportunities to fully benefit from their own efforts. In so doing, the University recognizes the unique perspectives and insights that each individual can bring to the campus community based on his or her own experiences.

These foregoing considerations have been fully recognized in the University's preparation of its plan in response to ACR 201. The plan also incorporates the student-related sections of the University of California guidelines relating to Section 504 of the Rehabilitation Act of 1973. The Federal Act, which became effective on June 3, 1977, "is designed to eliminate discrimination on the basis of handicap in any program receiving Federal financial assistance" from the Department of Health, Education, and Welfare. In brief, it provides that all programs and activities must be conducted in the most integrated setting appropriate, and that qualified handicapped students may not, on the basis of handicap, be excluded from any course, course of study, or other program or activity. The Federal regulations also require that each program or activity, when viewed in its entirety, be readily accessible to handicapped persons.

The Federal regulations are taken as a departure point for the development of the University's plan to increase participation by qualified handicapped students in its programs and activities. For the purposes of this plan, a handicapped student means one who is enrolled in [that is, one who has qualified for admission to] the University, but one "who cannot benefit from the regular educational program provided without special services or programs, because of a physical, communication, or learning disability." That definition, which is taken from ACR 201, is similar to the one in the Federal regulations, which defines a "qualified handicapped student" as one who meets the academic and technical standards requisite to admission or participation in the education programs of postsecondary institutions, and which defines a "handicapped person" as any person who has a physical or mental impairment which substantially limits one or more major life activities, one who has a record of such an impairment, or one who is regarded as having such an impairment.

Prior to the time the new Federal regulations became effective, the campuses had, on their own, developed resources and services for handicapped students. The Los Angeles campus, for example, began a program for mobility handicapped students as far back as 1944. And, in recent years, three other campuses of the University--Berkeley, Davis, and Riverside--have augmented resources for their handicapped student programs with Federal TRIO program grants.

In addition, in the past decade, the University has made progress in the development of barrier-free facilities to meet the needs of handicapped students. Particular attention has been paid to the independent functioning of these students. As a result, physical resources are now increasingly accessible to students in wheelchairs, and such students can now reach a number of central campus facilities with reasonable ease; suitable walkways and curb ramps provide for their safety and mobility. Sidewalk textures and, in some cases, emergency beeper systems for construction projects, contribute to the safe mobility of the visually handicapped. In the past few years, many multi-storied buildings have become accessible and now have permanently ramped entrances, elevators without locks and, in certain instances, power-assisted doors. In many cases, drinking fountains, public telephones, and parking facilities have also become accessible.

In part as a consequence of these measures, the University has enrolled substantial numbers of handicapped students. According to the latest information available, the Berkeley campus has the largest number of paraplegic and quadriplegic students of any campus in the nation; the Riverside campus has the largest percentage of any campus in the nation.

There is little information available about the total number of disabled persons, including disabled students, in California; recognizing the importance of a survey to obtain comprehensive information about the number and needs of disabled persons, the State Assembly, on August 17, 1976, adopted ACR 196. The Assembly Resolution asked the State Department of Rehabilitation, along with other departments and agencies, including the University, to study (1) the feasibility and desirability of such a survey; (2) the costs and benefits of a survey; (3) the details of what should be included in the survey; (4) alternative methods of undertaking the survey; and (5) recent efforts to establish such information. The Department of Rehabilitation subsequently submitted its report, which noted in part that:

> ...the comprehensive survey envisioned by ACR 196, while it appears highly desirable, is of questionable feasibility. Reasons for this conclusion include potential cost, lack of uniformity of definition of the disabled, and reluctance of specific disabled groups to respond to such questionaires.... It is recommended that if the Legislature desires to pursue this matter further, that a formalized feasibility study, together with a special appropriation for needed resources, be given consideration.

Based on the conclusions reached by the Department, it seems unlikely that the data base needed for the purposes of determining any possible underrepresentation will be available in the near future. A central data base on the number of handicapped students in recent high school graduation classes, referred to in ACR 201, is also unavailable, according to the State Department of Education.

Before the extent of any possible underrepresentation of handicapped students could be assessed, a data base would be needed on the number of disabled students in California and the eligibility patterns of such students as a group. However, the University does not consider the absence of such data to be a critical factor in its response to ACR 201. Rather, the University's plan addresses itself to providing a climate in which handicapped students can gain the fullest benefits from, and equal accessibility to, its programs and activities. In preparing its plan with this emphasis, the University is cognizant of the provisions of ACR 201, which call upon educational institutions to consider: (1) affirmative efforts to search out and contact qualified handicapped students; (2) experimentation to discover alternate means of evaluating the student potential of handicapped students; (3) augmented handicapped student financial assistance programs; and (4) improved counseling for handicapped students.

In considering these provisions of ACR 201, and the University's plan in response to the Resolution, the following points should be kept in mind concerning (1) campus responsibilities, (2) committee representation and functions, (3) self-evaluation procedures, and (4) funding.

A. Campus Responsibilities. Implementation of the recommendations in the University's plan will be the responsibility of the campuses. Campuses are also expected to develop guidelines for the implementation of their own plans. Because the campuses are at different developmental stages in their programs for the handicapped, studies by campus committees will help them adapt, modify, or revise the recommendations in the University's plan according to their own needs. It is anticipated that modifications or revisions will be various and at times unique to each campus since, of necessity, they will have to reflect the differences in the educational and support service programs that have already been developed by each campus. It is not the University's intention to recommend to the campuses a uniform schedule for implementing the recommendations in this report.

Campuses will be responsible for providing data, reports, and analyses to the Systemwide Administration, as needed, in order to meet Federal, State, Regental, and Presidential review needs.

It should be emphasized that the Systemwide Administration will retain authority over two areas that are traditionally Systemwide in scope and responsibility: the University budget and admissions. The budget will continue to be developed through the customary budget process, and decisions about common admissions practices will still be subject to policy affecting all campuses.

B. Committee Representation and Functions. Broad-based committees are expected to be established on each of the campuses to study the University's plan relating to ACR 201. These committees may be the same as those established to evaluate the campus compliance with the University's guidelines relating to Federal regulations, or they may be separate committees. In either case, handicapped students should be substantially represented on these committees and meaningfully involved in their deliberations. Also included on the committees should be representatives from the faculty, representatives from physical planning, environmental health and safety, admissions, financial aid, and student services offices and other appropriate and concerned parties.

The committees' functions should include the assessment of current policies and practices on the campuses, the development of plans relating to programs and services affecting disabled students, the setting of priorities, the development of timelines, and the estimation of costs associated with their plans. The committees are also expected to communicate the concerns of the students to the campus community in general.

C. Self-Evaluation Procedures. The University's guidelines relating to the Federal regulations include a systemwide self-evaluation survey instrument for assessing current policies and practices on the campuses to determine their compatibility with the requirements in those regulations. The survey is to be completed by May 8, 1978.

Campuses also will be asked to complete a supplementary systemwide form, which will be developed in concert with the campuses. This form will be designed to help the campuses determine the compatibility of their current policies and practices with the recommendations in the University's plan relating to ACR 201. Completion of the survey form will be the first step in the development of campus plans, and will cover items relating to registration, orientation, administrative and academic support, architectural barriers, and other matters

D. Funding. ACR 201 states in part that: "It is the intent of the Legislature to commit the resources to implement this policy." Clearly, the implementation of many of the proposals in the University's plan that require funding will be dependent on resources from the State or the Federal government or both, either by institutional support or by augmentation of support for individual students.

The University cautions against any unrealistic expectations of improved funding for the development and delivery of campus programs and services. While the University intends to seek financial resources to accomplish the objectives set forth in ACR 201, rehabilitation, welfare, social security, veterans, and other agencies will have to increase their financial support of handicapped students, to assist the implementation of the recommendations in the University's plan.

As part of the University's effort, campus personnel will be expected to work closely with handicapped students to ensure that they receive maximum information, services, and funding from all agencies.

The four points discussed above bear on subsequent sections of the University's plan, which is organized to indicate services and resources available at each stage of a student's academic experience, from outreach and recruitment to career planning and job placement. The plan addresses the major points covered in ACR 201 and proceeds in more detail with respect to nonacademic and academic services. As mentioned previously, it also incorporates the student-related sections of the University's guidelines relating to Section 504 of the Rehabilitation Act of 1973.

II. GENERAL GUIDELINES AND RECOMMENDATIONS

The following general guidelines and recommendations are applicable to each of the subsequent sections of this report, and thus will not normally be included in any of those sections in order to avoid repetition.

A. General Guidelines Relating to the Federal Regulations

1. Qualified handicapped students or participants in University programs or activities may not, on the basis of handicap, be excluded from any course, course of study, or other program or activity.

2. Qualified handicapped students or participants in University programs or activities may not, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational programs or activities offered by the University.

3. In providing any aid, benefit, or service, the University may not take any discriminatory action on the basis of handicap to:

    a. Deny a qualified handicapped person the opportunity to participate in, or benefit from, the services it provides.

    b. Afford any qualified handicapped person an opportunity to participate in or benefit from any aid, benefits, or services, that are not equal to those afforded to others.

    c. Provide a qualified handicapped person with any aid, benefits, or services, that are not as effective as those provided to others. To be "equally effective" an aid, benefit, or service need not produce an identical result or level of achievement for handicapped and nonhandicapped persons. However, the University must afford handicapped persons with an equal opportunity to obtain the same result or level of achievement in the most integrated setting appropriate to the person's needs.

d. Provide any different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others. Qualified handicapped persons shall not be denied the opportunity to participate in University programs or activities that are not separate or different, if they can qualify for such programs or activities.

e. Aid or perpetuate discrimination against a qualified handicapped person by providing any significant assistance to any agency, organization, or person that discriminates on the basis of handicap against beneficiaries of the University's programs.

f. Deny a qualified handicapped person the opportunity to participate as a member of planning or advisory boards.

g. Otherwise limit a qualified handicapped person in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others.

B. General Recommendations Relating to ACR 201

It is recommended that:

1. Provisions be made for a coordinated program of support services for disabled students.
2. Each campus ensure that a central office or an individual be assigned to coordinate efforts relating to handicapped students.
3. An information services program be available to inform students of the full range of academic and administrative support services available to them.
4. Offices and departments be encouraged to hire handicapped students, who are qualified to be part of their regular staff. These students should assist full-time counselors, and be capable of bringing together information from all sources to meet individual needs. Counseling staff could include disabled students or former students who have worked closely with the handicapped. The advantages of hiring staff with peer experience whenever possible should be recognized.
5. All programs and services described in this plan be part of the regular programs and services offered by the campuses. It is not intended that programs and services

be developed that place handicapped students in an environment apart from other students.

6. Campuses develop attitudinal and procedural responsiveness on the part of the campus communities, as part of their general staff development programs.

7. Handicapped students should be consulted with regard to those programs and services that affect their education or environment.

8. Campuses keep demographic data on handicapped students, including the number enrolled and the nature of their handicap. The confidentiality of such information should be maintained.

Guidelines and recommendations follow in the areas of outreach; recruitment, and preadmission services; admisssions; orientation; financial aid; counseling and other nonacademic support services; academic support services; physical education, athletics, and social organizations; physical facilities; housing; transportation and mobility; medical support services; and internships, career planning, and job placement. The order in which the recommendations appear will not necessarily be their order of importance to the individual campuses since, as noted earlier, campus programs for the handicapped are in different stages of development.

III. OUTREACH, RECRUITMENT, AND PREADMISSIONS SERVICES

A. Guidelines Relating to the Federal Regulations

1. In undertaking voluntary action to increase the number of qualified handicapped students in the University, campuses may make preadmission inquiries of applicants as to whether they are handicapped persons. Applicants for admission or enrollment may be invited to indicate whether and to what extent they are handicapped, provided that:

    a. It is clearly stated on any written questionnaire used for this purpose, or that it is made clear orally if no written questionnaire is used, that the information requested is intended for use solely in connection with voluntary action efforts; and

    b. It is clearly stated that the information is being requested on a voluntray basis, that it will be kept confidential, that refusal to provide it will not subject the applicant to any adverse treatment, and that it will be used only in accordance with the implementing regulations to Section 504.

2. Postadmission inquiries may be made on a confidential basis as to handicaps that may require accommodation.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Programs to inform and attract qualified handicapped students be included within mechanisms already established for the University's early outreach and relations with schools programs. Additional recruitment efforts could be made by contacting agencies that work with disabled persons.

2. Campuses provide additional training opportunities for outreach personnel.

3. Campuses seek support from community organizations, agencies, and individuals such as counselors and teachers, as a way to encourage handicapped persons to enter the University.

4. Close relationships be fostered with regional and statewide organizations, including such schools as those for the deaf and the blind.

5. Campuses consider developing jobs for currently enrolled handicapped students, possibly under the work-study program, that will enable them to return to their high schools, or to their community colleges if they attended one, to discuss with former teachers and counselors their experiences at the University. In so doing, they could also serve as role models for younger students with handicaps.

6. Opportunities be available for prospective students who are handicapped to visit a campus and talk with University personnel, as part of the regular outreach program of each campus.

7. Staff members be designated to contact handicapped students who have accepted offers of admission in order to encourage them to enroll.

8. Techniques be developed to follow up on information obtained from the Undergraduate Application for Admission, in response to a statement on the form asking applicants to voluntarily identify themselves.

9. There be pre-admission counseling services for prospective students. Such services could be of significant assistance to students in obtaining agency support, particularly if the outreach effort assures effective access to peer student experiences.

10. Consistent efforts be made to evaluate the success of campus outreach programs.

Discussion

A vigorous outreach program will necessarily involve both campus and systemwide components and will depend upon support and cooperation from public and private agencies and organizations. It may also require increases in resources, in order to ensure that sizeable numbers of prospective applicants are made aware of admission requirements and other information about the University.

Information about educational opportunities at the University should be distributed to prospective students who are handicapped to acquaint them with the University's academic offerings and support services. Such information should be included in campus catalogs and could be provided on cassette recordings, in Braille, or on film when available. University catalogs also should include information about support services available to handicapped students.

The undergraduate application form currently carries a statement asking applicants to voluntarily identify themselves. Techniques should be developed to follow up on information obtained from the forms.

IV. ADMISSIONS

A. Guidelines Relating to the Federal Regulations

Qualified handicapped persons may not, on the basis of handicap, be denied admission to the University or enrollment in University classes or participation in University programs or activities, or be subjected to discrimination, on the basis of handicap, in the admissions process or in recruitment procedures.

1. Limitations may not be applied upon the number or proportion of handicapped persons who may be admitted or enrolled.

2. Tests or criteria for admission may not have a disproportionate, adverse effect on handicapped persons or any class of handicapped persons unless:

    a. The tests or criteria have been validated as predictors of success in the education programs or activities in question; and

b. Alternate tests or criteria that have a less disproportionate, adverse effect are not shown to be available by the Director of the Department of Health, Education, and Welfare's Office of Civil Rights.

Prediction equations may be based on first-year grades, but periodic validity studies should be conducted against the criterion of overall success in the education programs or activities in question, in order to monitor the general validity of the test scores.

3. Before admission tests are selected and administered, campuses first should be assured that:

   a. Admissions tests are selected and administered so as best to ensure that when a test is administered to an applicant who has a handicap that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure);

   b. Admissions tests that are designed for persons with impaired sensory, manual, or speaking skills are offered as often and in as timely a manner as are other admissions tests; and

   c. Admissions tests are adminstered in facilities that, on the whole, are accessible to handicapped persons. In this context, "on the whole" does not mean that all facilities must be accessible, only that a sufficient number must be available to handicapped persons.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Consideration be given to acceptable substitutions for academic requirements which discriminate against handicapped students who have sensory or physical impairments, but who may be as capable of benefiting from a University education as students who meet the regular requirements.

2. While undergraduate admission requirements be reviewed to identify barriers to the access of handicapped students, such a review not be done with the intent of lessening academic standards.

Discussion

Applicants should be fully informed of the procedures for admission by special action. It is emphasized, however, that there should be no lessening of academic standards. What is proposed is the development of acceptable equivalents for academic requirements that would be consistent with University standards and, as appropriate, a modification in policy that recognizes individual exceptions based on sensory or physical impairments. One example of a modification in policy might be approval of a life science course as a substitute for a laboratory course, where motor or sensory impairment might adversely affect successful completion of the laboratory work. Another example might be approval of sign language as a substitute for a foreign language. Encouragement of the use of sign language could help in developing a pool of potential interpreters within the student body.

V. ORIENTATION

A. Guidelines Relating to the Federal Regulations

The subject of orientation is not addressed directly in the Federal regulations. Campuses should follow the General Guidelines Relating to the Federal Regulations in Section II.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Entering handicapped students be contacted subsequent to admisssion to ensure that the enrollment process is completed and to reinforce their intention to enroll.

2. Students be invited to orientation sessions in the months between admission and enrollment for an explanation of registration and enrollment procedures, housing accommodations, financial aid, campus services, and other administrative and academic matters. While orientation sessions should be part of the regular program of a campus, they should be responsive to handicapped students and should, by appropriate means, accommodate those prospective students who seek information oriented to their own interests.

3. Campuses invite handicapped students to tour the campus prior to enrollment to gain first-hand knowledge of its physical facilities. Guides should also inform students about the means to gain effective mobility in the surrounding community.

4. Campus services be provided during regular pre-enrollment to help handicapped students, as necessary.

Discussion

Details about orientation sessions should be supplied to prospective handicapped students who are interested in learning more about the University, before they prepare any applications. Assistance should be provided by notifying all known handicapped students, through the mail, of general registration processes, services available at the University, and the presence of University staff who can assist with the completion of registration forms and procedures. Booklets should be available (in Braille or on tape for blind students) that include maps designating parking spaces for the handicapped; restroom facilities for wheelchair students; the most accessible path to and from various buildings on campus; elevators, with a notation about their accessibility; and other pertinent information.

Orientation sessions should be part of the regular program of a campus, but should be responsive to handicapped students and should, by appropriate means, accommodate those handicapped students who seek information oriented to their own interests and needs. Where feasible, orientation sessions should include handicapped faculty, staff, and students or those who have had experience in working with the handicapped, and should provide information on both administrative and academic processes. At these sessions, provisions could be made to have sign language interpreters for deaf students and informational materials in Braille or on tape for the blind. Students could be given information about interpreters, notetakers, tutorial assistance, services of the learning resources center, TTY equipment (teletype communication machines), counseling assistance, and pre-enrollment services. The sessions could also provide information about suitable routes for individual mobility and could offer guided mobility practic

In addition, sessions should emphasize assisting handicapped students with gaining access to facilities and equipment needed for their academic work; for example, they should include information about access to classrooms, reading areas, and library facilities. Orientation personnel should show the students suitable routes to campus facilities and to the surrounding community by touring the area. In addition, blind students should be made familiar with the area through the use of relief maps, which are labeled in both Braille and large type. Deaf students should have access to sign language interpreters, who in turn can help students contact campus services, as needed.

VI. FINANCIAL AID

A. Guidelines Relating to Federal Regulations

1. In providing financial assistance to qualified handicapped students, the University may not, on the basis of handicap, provide less assistance to those students

than is provided to nonhandicapped students, may not limit their eligibility for assistance, or may not otherwise discriminate against them. The University also may not assist any entity or person that provides financial assistance to any students in a manner that discriminates against qualified handicapped students on the basis of handicap.

2. The University may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap, only if the overall effect of the award of scholarships, fellowships, and other forms of financial assistance is not discriminatory on the basis of handicap.

3. Athletic scholarships may be denied to handicapped students on the basis of handicap, if the handicap renders the person unable to qualify for the award. For example, a student who has a neurological disorder may be denied a varsity football scholarship on the basis of the student's inability to play football. However, a deaf person could not, on the basis of handicap, be denied a scholarship for the diving team; the deaf person could only be denied the scholarship on the basis of comparative diving ability.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Expertise be available at each financial aid office to assist handicapped students in contacting appropriate public agencies, and to provide them with help in answering questions and completing required forms.

2. Financial aid offices be prepared to help arrange for funds, as resources permit, in the event that financial assistance from public agencies is inadequate to meet the needs of handicapped students.

3. Campuses seek to expand their resources to accommodate the possible increased enrollment of handicapped students.

4. Campuses re-examine their financial aid procedures in depth to ensure that the needs of handicapped students are accommodated.

5. Appropriate campus offices work with rehabilitation counselors to ensure that specific eligibility requirements are met.

Discussion

Financial aid for living costs, medical expenses, attendant care, and in some cases, support for dependent children of handicapped students is primarily obtained from agency sources, such as the State Departments of Rehabilitation and Welfare, and the Veterans and Social Security Administrations. Campus personnel should work closely with handicapped students to ensure that they receive maximum information, funding, and services from these agencies, with independence as a focus. Financial aid offices should also assist students who may wish to contact their local Social Security Administration Office regarding Supplementary Security Income (SSI), or the County Department of Public Social Services for information concerning grants for attendant care, subsidized housing, and aid to the potentially self-supporting blind.

Depending upon the nature of a student's disability, goals, and past experiences, financial aid from the State Department of Rehabilitation could cover the cost of tuition, books, parking permits, transportation, reader service, interpreter service, tape recorders for the blind, hearing aids, and other costs connected with a student's education. An appropriate office on each campus should arrange appointments with rehabilitation counselors to determine eligibility.

When agency support is inadequate to meet student needs, the financial aid offices should help to arrange for additional funds, as resources permit. Knowledgeable individuals in financial aid at the campuses should seek the most equitable means possible to provide handicapped students with the aid necessary for their primary needs. Procedures to augment financial assistance programs could include careful evaluation of the additional expenses required by the handicapped, assessment of realistic budgets, and an exploration of all resources available to the student and the University. Financial aid offices should make available information about such resources, including scholarships, student loans, and other aid through information media, advertising, and orientation programs.

A student may need additional support for adaptive equipment. For example, while deaf students should have access in key campus offices to TTY equipment, which enables the hearing impaired to communicate on the telephone, some may prefer portable MCM's (manual communications machines, similar to TTY's). If a student is unable to pay for such items, the campuses should consider rental or lease agreements; campuses also could explore funding sources to purchase the machines if the student's resources are limited.

In all cases, the self-help component of the financial aid package should be treated realistically in light of the needs of handicapped students.

VII. COUNSELING AND OTHER NONACADEMIC SUPPORT SERVICES

A. Guidelines Relating to the Federal Regulations

1. Personal, academic or career counseling, guidance, and placement services should be provided without discrimination on the basis of handicap.

2. Campuses should ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. This does not preclude providing factual information about licensing and certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

B. Recommendations Relating to ACR 201

It is recommended that:

1. A central office or individual, as mentioned in the General Recommendations, be assigned to coordinate support services available to handicapped students with offices responsible for registration, orientation, financial aid, parking, counseling, career planning, and other services.

2. A network of interrelated services on each campus provide coordination among the campuses and provide each campus with feedback from all the others.

3. Counselors in each office concerned with the counseling and other nonacademic needs of the handicapped be knowledgeable about the physical layout and facilities of the campus, and sensitive to the difficulties they may pose for the student with physical disabilities.

4. There be counselors as regular staff members who possess the background and experience to understand and appreciate the needs of the handicapped; peer counseling should be encouraged.

5. Campuses develop attitudinal and procedural responsiveness to handicapped students within their regular staff development programs, as indicated in the General Recommendations.

6. Campuses evaluate their support services periodically in order to determine their effectiveness.

Discussion

Counseling and other nonacademic support services for handicapped students should provide imaginative ways of responding to the needs of handicapped students and of carefully coordinating and administering functionally related programs and services. In focusing on the needs of the handicapped as students, campus support services offices should also help them in the autonomous management of their affairs. By involving students directly in each service, campus staff can contribute to more experienced decision making by the students following their departure from the University.

It is essential that support services on the several campuses cooperate closely with each other so that each enhances the effectiveness of the others. While each campus will adapt its own procedures for the benefit of its students, the campuses can gain useful information from one another, and may even increase the effectiveness of their own services by considering the adoption of new ones or different techniques.

To help each campus learn from the others, the University should arrange for periodic systemwide meetings of personnel from various service units. Such sessions should be devoted to acquainting personnel with new efforts on the campuses, to discussing ideas about services to handicapped students, and to exchanging views regarding solutions to common problems.

Each campus should also establish effective communications with community organizations concerned with the welfare of handicapped persons, and should work closely with the State Department of Rehabilitation, the Veterans Administration, and other agencies to assure that the counseling and other nonacademic services provided to students by these agencies are as effective as possible.

As suggested in the General Recommendations in this plan, each campus should assign to an office or individual the responsibility for coordinating all efforts relating to support services for handicapped students. This office or individual also could carry on such necessary functions as providing referrals to campus and community services and providing help in securing attendants, notetakers, readers, interpreters, tutors, and peer counselors. The assigned office or individual could assist handicapped students in processes involved in the payment of application, parking, and other fees. Staff could facilitate procedures by preparing a fee offset to permit enrollment; authorizations for books and supplies could also be arranged. In addition, assistance with registration and enrollment could be provided for newly admitted handicapped students before they complete their pre-enrollment cards. Early information to the Registrar regarding classroom requirements could allow assignments to be made more smoothly, offer an opportunity to make certain that the classrooms involved are accessible, and allow students to make any additional arrangements with instructors before classes begin. Pre-enrollment services should be provided to ensure that handicapped students receive the classes necessary for normal academic progress.

The assigned office or individual responsible for these activities should also request that the State Department of Rehabilitation appoint a member of its staff, at the appropriate supervisory level, to provide liaison with the campus. Since the educational services of the Department, as well as other off-campus agencies, have a direct relationship to the educational pursuits of many handicapped students, effective communications with these groups should be useful.

Ongoing assessment of needs should involve handicapped students, counselors, and other members of the campus staff, some of whom could assist with the evaluation of students' academic skills and with procedures for identifying areas for development. These activities could also focus on such nonacademic services as aiding the handicapped in meeting their needs for attendants and in managing the demands of daily living.

Activities should also stress programs to help blind students adapt Braille techniques to their particular academic disciplines, through obtaining newly developed equipment, assisting the blind with their reading of print material, and arranging for the ongoing training necessary to develop related skills. A counselor for blind students should maintain an updated file of individuals interested in reading to blind students, and students needing readers should contact that office for information about prospective readers, available equipment, and other types of assistance.

Emphasis should also be placed on counseling services for the deaf by providing interpreters, notetakers, and other services necessary to facilitate their academic progress. At least one member of the support services staff should be trained in sign language; sign language classes could also be available to other staff.

Resources also should be developed to help campus units evaluate their service delivery systems and to help them remove extraneous barriers to their mainstream use by disabled students. In addition to the resources of a counselor, campus staff personnel should help develop attitudinal and procedural responsiveness in support service departments. Ongoing methods of staff selection and training should be developed, and employees should have an opportunity to become acquainted with the unique capabilities each handicapped student may bring to the University, and to understand the handicapped as individuals and as students.

VIII. ACADEMIC SUPPORT SERVICES

A. Guidelines Relating to the Federal Regulations

1. Academic Requirements

Academic requirements should be modified, as necessary, to ensure that they do not discriminate or have the effect of discriminating, on the basis of handicap, against qualified handicapped applicants or students. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of the requirements, and adaptation of the manner in which specific courses are conducted. For example, a campus may permit an otherwise qualified handicapped student who is deaf to substitute a music history class for a required course in music appreciation, or the campus could modify the manner in which the music appreciation course is conducted for the deaf student.

Campuses that consider participation by students in education programs or activities not wholly operated by them (for example, in connection with student teaching assignments) as part of, or equivalent to, an education program or activity they operate, should assure themselves that the other education program or activity, as a whole, provides an equal opportunity for the participation of qualified handicapped persons. Campuses may continue to work with elementary or secondary school systems that discriminate only if their student teaching programs, when viewed in their entirety, offer handicapped student teachers the same range and quality of choice in assignments offered to nonhandicapped student teachers.

Academic requirements that are essential to programs of instruction or to any directly related licensing requirement are not regarded as discriminatory.

2. Course Examinations

In course examinations or other procedures for evaluating students' academic achievement, methods should be provided for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represent the students' achievement in the course, rather than reflecting the students' impaired sensory, manual, or speaking skills (except where such skills are the factors the test purports to measure).

3. Auxiliary Aids

a. Steps should be taken, as necessary, to ensure that no qualified handicapped student or participant in a University program or activity is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

In meeting this requirement, campuses may assist qualified handicapped students or participants in University programs or activities in contacting existing resources, such as State Vocational Rehabilitation agencies and private charitable organizations, to obtain auxiliary aids. Also other students may be asked to work with handicapped students, or private agencies that tape texts for the handicapped free of charge may be contacted in order to reduce the number of readers needed for visually impaired students.

As long as no qualified handicapped person is excluded from a program because of the lack of an appropriate aid, such aids need not be on hand at all times. Thus, readers need not be available in the library at all times, so long as the schedule of times when a reader is available is established, is adhered to, and is sufficient.

b. Auxiliary aids include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar aids.

Attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature need not be provided.

**Any prohibition against the use of tape recorders or braillers in classrooms, or guide dogs in campus buildings, or other rules that have the effect of limiting the participation of qualified handicapped students in education programs or activities, may not be adopted.

Handicapped students or participants in University programs or activities may be required to sign an agreement that they will not release tape recordings or transcriptions of lectures, or otherwise hinder the ability of a professor to obtain a copyright.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Each campus develop programs of academic support services that complement each other to provide maximum assistance to handicapped students.

2. Campuses seek provision of a wide variety of educational services at their learning resources centers or other appropriate locations. Among the services the centers could provide are referral and training programs for readers, assistants for the classroom, interpreters for deaf students, and academic counseling.

3. Campuses seek ways to raise the level of awareness about the capabilities and needs of handicapped students, with particular attention given to examination procedures and to the development of alternative methods of demonstrating academic achievement.

4. Campuses provide assistance, as necessary, to deaf students who have a significant language barrier, by helping them to develop their English language skills.

5. Efforts be made to ensure that students with disabilities can fully benefit from the academic offerings of the University.

6. Individualized methods for demonstrating academic achievement that are equitable with traditional evaluation and grading processes be sought, with emphasis on flexibility and continued high standards of scholarship.

7. Instructional programs be explored to extend opportunities for pursuing a regular degree to handicapped students whose circumstances make full-time University attendance impossible.

Discussion

Each campus should develop programs of academic support services that include academic counseling and advising, remedial course work, tutorial help, and other services, each buttressing the other to provide maximum assistance to handicapped students. Experienced and trained students should be located who are willing to provide assistance to disabled students; internships might be established for those with appropriate experience and training.

Campuses should seek to have a wide variety of educational services at their learning resources centers, such as academic assistance; typing services; and provisions for readers, library researchers, and notetakers. Campuses should ensure that equipment is available and readily accessible to the handicapped. For example, depending upon available funds, there should be a centrally located reading room for blind students that has a lounge area; reading booths; reel-to-reel tape recorders; and Braille writers, dictionary, and publications. Study rooms for the blind and partially sighted should be available containing a Veri-Speed tape recorder, dictators and transcribers, Visualtek TV camera and monitor, a manual typewriter, and adequate reference works in Braille. Cassette recorders should also be available and Braille maps should be provided. Facilities and equipment for hearing impaired students, including interpreters and TTY equipment, should be available at a central location.

Efforts should be made to ensure that students with disabilities can fully benefit from the academic offerings of the University. Advice should be available about dictation alternatives to writing, note taking procedures, support for laboratory work, and other academically related matters. Students could be accommodated in the classroom by making available manual communication and videotape machines, modified desks and laboratory work stations, and alternatives to visual materials when charts and graphs are used to supplement a lecture. Campuses might also consider the use of computer assisted instruction via remote terminals.

Visual aids should be used by instructors to supplement orally delivered material, as necessary, and interpreters should be used in conjunction with notetakers, as appropriate. Interpreters may also be needed for lectures, laboratory sections, seminars, tutorial sessions, and workshops; for meetings with public agencies and campus administrative and resource offices; for medical appointments; for job interviews; and for other activities. Campuses should also assist handicapped students in contacting state vocational rehabilitation and other agencies to obtain auxiliary aids.

A program of peer advising should be investigated as well. It would be useful to have peer advisors working closely with, and providing feedback to, handicapped students, faculty, academic advisors, and professional counselors.

Throughout each program, campuses should seek ways to raise the level of awareness of faculty members to the instructional capabilities and needs of handicapped students to expand their knowledge of alternative ways to judge academic competency. Consideration should be given to examination procedures for severely disabled students who require assistants for reading or writing.

Consideration should also be given, as needed, to acceptable substitutions for academic requirements which may discriminate against handicapped students who have sensory or physical impairments, but who may be as capable of benefiting from a University education as students who meet the regular requirements. In such cases, the faculty should be asked to develop alternative methods of demonstrating academic achievement; where possible, exploration of these methods should involve consultation with the affected students. Also consideration should be given to alternate dates and times scheduled for final exams, midterm exams, and other course related tests. In addition, faculty members should be advised to consider substituting oral examinations for written ones, and vice versa, when the circumstances may call for it.

Handicapped students are subject to the University's general grading system and established standards of progress, but individualized methods of demonstrating academic achievement that are equitable with traditional evaluations are often possible. Under normal circumstances, if illness or other conditions prevent a student from completing course work within the term, the instructor can allow the student to take an incomplete grade to finish the course within the next year. The same consideration should be given to a handicapped student where competing demands on time and energy are unavoidable. Modifications could include changes in the length of time permitted for the completion of degree requirements and substitution of specific courses required for the completion of the requirements. If full-time University attendance is impossible for a period, students should be able to transfer from full- to part-time academic work and back to full-time studies again as their educational needs and circumstances change.

A counselor for academic matters should be assigned at each campus to provide information about academically related services and to offer advice to handicapped students. The counselor could provide increased academic responsiveness to physically disabled students by (a) identifying students who are encountering academic difficulties, (b) meeting with individual students to ensure maximum utilization of campus resources for more academically successful experiences, (c) helping to implement remedial course work and tutorial services, (d) working with students on the modifications of traditional educational techniques and strategies to tailor an approach appropriate to the student's physical and sensory abilities, and (e) helping to ensure that opportunities for academic success are not inappropriately curtailed.

IX. PHYSICAL EDUCATION, ATHLETICS, AND SOCIAL ORGANIZATIONS

A. Guidelines Relating to the Federal Regulations

1. In providing physical education courses and athletics, and similar programs and activities, campuses may not discriminate on the basis of handicap. Qualified handicapped students or participants in University programs or activities should be provided with an equal opportunity to participate in physical education courses, intercollegiate, club, and intramural athletics or other similar activities. For example, a student in a wheelchair should not be denied the opportunity to enroll in a regular archery course, nor should a deaf student be excluded from participating in a wrestling course.

2. Handicapped students who cannot participate in regularly offered physical education courses or who cannot compete in athletic programs may be offered physical education and athletic activities that are separate or different, if the programs and activities are operated in the most integrated setting appropriate.

3. Before providing any significant assistance to fraternities, sororities, or similar organizations, campuses should assure themselves that these organizations do not permit discrimination that is otherwise prohibited by the University's guidelines relating to the Federal regulations.

B. Recommendations Relating to ACR 201

There are no specific references to physical education, athletics, or social organizations in ACR 201, such as those in the Federal regulations. Campuses should follow the General Guidelines Relating to the Federal Regulations and the General Recommendations Relating to ACR 201 in Section II of this plan and the specific guidelines above.

X. PHYSICAL FACILITIES

A. Guidelines Relating to the Federal Regulations

1. General

No qualified handicapped person should be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs or activities because University facilities are inaccessible to, or unusable by, handicapped persons.

All programs and activities should be conducted in the most integrated setting appropriate. Thus, if a campus offers several elementary physics classes, and one such class is moved to the first floor of the science building to accommodate students in wheelchairs, it would be a violation of this requirement to also concentrate handicapped students with no mobility impairments in this class.

2. Existing Facilities

Each program or activity should be operated so that, when viewed in its entirety, it is readily accessible to handicapped persons. This requirement does not mean that each facility, or every part of each facility must be accessible to and usable by handicapped persons. Accessibility may be achieved through means such as:

a. Redesign of equipment.

b. Reassignment of classes or other services to accessible buildings.

c. Assignment of aides to beneficiaries.

d. Home visits.

e. Delivery of health, welfare, or other social services at alternate accessible sites.

f. Alteration of existing facilities.

Structural changes in existing facilities are not required where other methods are effective in achieving program accessibility.

Regarding the methods selected, priority should be given to those that offer programs and activities to handicapped persons in the most integrated setting appropriate.

If sufficient relocation of classes is not possible using existing facilities, alterations to ensure program accessibility should be made. Handicapped students may not be excluded from a specifically requested course offering because it is not offered in an accessible location, but every section of that course need not be made accessible.

Programs should have been made accessible by August 2, 1977, through such means as a redesign of equipment or reassignment of classes or other services, except where structural changes in facilities were necessary; the necessary structural changes in facilities should be made as expeditiously as possible and in no event later than June 3, 1980.

3. Transition Plan

A transition plan should be developed and submitted to the Systemwide Administration by December 3, 1977 for changes in facilities that are necessary to achieve program accessibility. This plan should set forth the steps necessary to complete the changes and should be developed with the assistance of interested persons, including handicapped persons and organizations representing handicapped persons. The transition plan, which should be made available for public inspection, should at a minimum:

a. Identify physical obstacles in facilities that limit accessibility;

b. Describe in detail methods that will be used to make facilities accessible;

c. Specify the schedule for taking the steps necessary to achieve full program accessibility, with steps that will be taken during each year of the transition period identified clearly;

d. Be prepared in sufficient detail so that the preparation of Project Planning Guides and time-phased capital improvement programs can be based on their content; and

e. Appoint the Chancellor or his designee as the person responsible for implementation of the plan.

Projects should be planned in accordance with the "University of California Minimum Requirements for Providing Access to Buildings and Other Facilities by the Physically Handicapped Persons" and in accordance with applicable Federal and State codes, available from the Assistant Vice President--Physical Planning, Construction, and Operations.

Neither a totally barrier-free environment nor the removal of all architectural barriers in existing facilities is required. The removal of barriers should be implemented as the need to achieve accessibility for the qualified handicapped requires.

4. New Construction

Facilities, or parts of facilities, constructed by, on behalf of, or for the use of the University shall be designed and constructed so that the facilities, and parts thereof, are readily accessible to and usable by handicapped persons. New construction should be planned in accordance with the "University of California Minimum Requirements for Providing Access to Buildings and Other Facilities by the Physically Handicapped Persons" and applicable Federal and State laws.

Facilities, or parts thereof, which are altered by, on behalf of, or for the use of the University in a manner that affects, or could affect, usability by handicapped persons should, to the maximum extent possible, be altered in such manner that the altered portion of the facility is readily accessible to and usable by handicapped persons. (This requirement is in compliance with the technical requirements of the State of California Administrative Code and the Office of the State Architect. The State Administrative Code includes all technical requirements of Section 504 and additional standards.)

B. Recommendations Relating to ACR 201

It is recommended that:

1. Each campus have adequate emergency evacuation plans for handicapped persons, as well as an emergency TTY telephone located in the campus police office or other appropriate office.

2. Each campus study the problem of barriers created by terrain, by movable obstacles, such as bicycles and other vehicles, and by movable signs.

3. Handicapped students be involved as much as possible with the development or modification of physical facilities on the campuses.

Discussion

Each campus should have emergency plans for evacuating handicapped students in wheelchairs from upper floors of buildings in case of fire; in such instances, elevators automatically shut down, and wheelchair students could be trapped. Also, unless alarm systems are equipped with a visual signal, hearing impaired persons may be unaware of an emergency.

At the same time, each campus should assess the effectiveness of its overall safety program in terms of handicapped student needs and concerns, recognizing that some areas which are safe for the able bodied can be hazardous for the handicapped. The blind, for example, have difficulty with objects that change their location, such as bicycles chained to trees and handrails, movable signs, refuse receptacles, and water hoses. The deaf have difficulty with maintenance vehicles being driven on sidewalks, since they cannot hear them approaching.

Campus police and service vehicles should take care not to block wheelchair ramps, curb access points, and parking spaces for the disabled. Illegal use of campus sidewalks by motorcycles and use of parking spaces reserved for the handicapped by drivers who are not eligible for such use should be discouraged.

Aids to handicapped students, which have been installed in some areas, and which should continue to be installed on a priority basis, include:

1. Designated parking spaces that provide sufficient room for removing a wheelchair from a van.
2. Braille signs on elevators.
3. Signs posted near elevators--especially those in heavily congested buildings with several floors--requesting that able bodied passengers give consideration to people in wheelchairs and those with braces, crutches, etc.
4. Braille signs on restroom doors.
5. Wide doors leading to, and handrails near, at least one toilet in men's and women's restrooms on every accessible floor of all buildings; at least one paper towel, soap, and other dispenser, and at least one mirror, in each restroom, all at wheelchair height.
6. Curb cuts at all crosswalks on campus.
7. Ramp systems for wheelchairs.
8. Wheelchair access to each floor of all core buildings.

9. Wheelchair access to bookstores, libraries, student unions, dining areas, and medical and other facilities.

10. At least one telephone in every building at wheelchair height.

11. At least one drinking fountain and paper cup dispenser at wheelchair height in every building.

12. Handrails provided on both sides of every flight of stairs, extending beyond the first and last risers, to assist those with walking or climbing disabilities or both.

13. TTY equipment at key locations, for example, at the campus police station, disabled students' office, administration building, or campus health service.

Handicapped students should be represented on campus facilities planning committees so campus planners can gain a greater awareness of the architectural barrier problems. The addition of students to these committees to assist in the development, modification, and implementation of campus plans should be helpful in avoiding architectural barriers in the planning of new facilities or the remodeling of present structures. Handicapped students should be asked to review building plans and architectural barrier correction plans prior to construction. They also should review each campus project in terms of handicapped accessibility requirements, prior to approval by the Office of the Chancellor. A coordinator for handicapped students should be involved in the campus planning process, and disabled persons from the community, such as architects who are experts in planning accessible environments, could also be included.

XI. HOUSING

On-Campus Housing

A. Guidelines Relating to the Federal Regulations

1. Because the University provides on-campus housing for nonhandicapped students, comparable, convenient, and accessible on-campus housing should be provided at the same cost to qualified handicapped students.

2. If structural changes to facilities are necessary to provide accessibility, they should be made as expeditiousl as possible, and in no event later than June 3, 1980. By that time, housing for handicapped students should be available in sufficient quantity and variety so the scope of their choice of living accommodations will, as a whole, be comparable to that of nonhandicapped students. This should not be interpreted to mean

that all handicapped students must wait until the structural changes are made before being provided with on-campus housing. For example, blind persons can live in any college housing, and need not wait for the changes to be completed.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Campuses assist handicapped students in locating attendants. If necessary, campus policy should be revised to permit attendants to live in dormitory housing.

2. Campus advisors and consultants seek to develop residence hall programs that can provide support services, assistants, assistive devices, and other resources to help meet minor problems or emergencies in the residence hall setting.

3. Counselors be available to coordinate support services between staff who assist in residential matters and those who provide other services to handicapped students.

4. Provisions be made for handicapped students who require less on-call assistance and who need minimal adaptive resources for their daily living.

Off-Campus Housing

C. Guidelines Relating to the Federal Regulations

With regard to housing that is not provided by the University, but is listed by the Housing Offices, each campus should assure itself that such housing is, as a whole, made available in a manner that does not result in discrimination on the basis of handicap. If a campus determines that off-campus housing is, as a whole, not available to handicapped students, efforts should be made to generate new sources of housing.

D. Recommendations Relating to ACR 201

It is recommended that:

1. Counseling and other services pertaining to housing and living matters be expanded for handicapped students,

and they be given assistance, as needed, by helping them acquire adaptive equipment to solve problems that inhibit suitable off-campus living arrangements, and by helping them explore alternatives to residence hall living.

2. Residence advising support be made available to handicapped students as they begin their residence in community settings.

3. Advisors help facilitate personal communication and interaction in the living setting, help engage resources for maximum self-sufficiency, and provide personal support during critical periods.

4. A list of off-campus housing appropriate to the needs of handicapped students be kept current.

5. Staff concerned with residential interdependence assist severely handicapped students in acquiring skills for independent living with the support of peer advisors-in-residence.

Discussion

The demand for on-campus housing is substantial and the campuses should ensure that interested students are helped to contact the appropriate housing office as early as possible. The University should also continue to expand services pertaining to housing and living matters, particularly within the residence halls, and orientation programs about on-campus housing should be held for new students. Loans to handicapped students can be made of such equipment as lifts, hospital beds, and other items; within the residence hall setting, assistance can be provided to help resolve problems related to housing payments, conflicts with attendants, and other matters. Advice can be readily available from an experienced peer living in the residence halls who functions as a part-time staff member. This staff member also could help handicapped students explore alternatives to residence hall living.

If campuses have family housing, at least one unit of that housing should be totally accessible to wheelchairs, and special parking arrangements should be made for handicapped students living in the housing. All services that are rendered to handicapped students in residence halls should be extended to handicapped students living in family housing.

To facilitate any housing program for the handicapped, counselors should be available to coordinate support services between staff who assist in residential matters and those who provide other services to handicapped students. Counselor expertise should be made available to the resident advisors and the living group to expand their capabilities for dealing with interactive difficulties or individual problems. Services could include providing resources for transportation and equipment, and liaison with campus health services staff personnel. Resource awareness on the part of resident advisors is important, particularly in scheduling activities. In planning activities, advisors should consider their accessibility to all residents.

The University should seek to provide all services necessary to permit off-campus living by handicapped students who desire such accommodations. Services should include, among others, wheelchair repair facilities, local transportation, a current file of available attendants, and personal counseling.

Campuses should use their placement centers as resources for hiring attendants. Information about attendant employment opportunities should be publicly and prominently displayed; students looking for employment should be encouraged to consider attendant work. Efforts to find and provide attendants could also be coordinated with those of off-campus facilities, such as a Center for Independent Living.

Campus housing offices should maintain a list of accommodations close to the campus that are accessible to individuals in wheelchairs. Given advance notice about housing needs, including price range and size, these offices could provide assistance in locating suitable housing.

Campuses should ensure that close, personal support is available to severely handicapped students engaged in independent living by providing access to counseling, services, and interactive problem solving. Appropriate campus staff should help severely handicapped students learn about transitional living opportunities, with the intention of assisting them to become independent. Resident advisors should be employed to help serve the needs of these students.

XII. TRANSPORTATION AND MOBILITY

A. Guidelines Relating to the Federal Regulations

There is no specific reference to transportation in the Federal regulations, except that referred to in the General Guidelines Relating to the Federal Regulations in Section II of this plan. Campuses should follow the General Guidelines and Recommendations in that section and the specific recommendations below.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Efforts be made to make available suitable vehicles for transporting handicapped students and their equipment to classes, medical appointments, interviews, extracurricular activities, and elsewhere , as appropriate.

2. In using such vehicles, campuses consider commuter service for handicapped students.

3. Each campus initiate a study of the availability of, access to, and safety of transportation for the handicapped, in order to further the first two recommendations.

4. Each campus cooperate with local transportation companies to ensure that an effective local transportation system is available for ambulatory handicapped students.

5. Handicapped students be able to reserve a campus vehicle in advance, on reasonably short notice, and a staff driver employed by the campus be available, thus ensuring timely, prompt, and efficient service.

6. Ambulatory and other handicapped students use transportation available to the rest of the student body whenever possible. If such transportation cannot accommodate wheelchair bound students, campuses should seek alternate means of transportation for them.

7. Each campus allocate a number of reserved parking spaces for disabled students.

8. Campuses investigate the feasibility of providing appropriate on-campus services, such as wheelchair repair centers, or refer students to off-campus service facilities as appropriate.

Discussion

Suitable vehicles for transporting handicapped students and their equipment to medical appointments, interviews, and other engagements should be considered. A driver, perhaps under the work-study program, could be responsible for a morning and late afternoon route, stopping at residence halls, apartment units, and other living areas. Students in wheelchairs would have priority for such services if there is no readily accessible public transportation. It is anticipated that operational costs might be partially defrayed by transportation grants made available to students through the State Department of Rehabilitation.

Campuses which have not done so, should begin concentrating efforts on acquiring at least one vehicle that is suitable for providing transportation services to commuters; for example, a large bus with a lift for wheelchairs and seating capacity for a large number of ambulatory handicapped students.

In addition to a commuter service, individual students might be able to schedule a van; one of the staff could drive the van or they could have their own driver, approved by the campus administration, who would be asked to fill out an information card that would show evidence of a good driving record. In the event the driver is not a University staff member, arrangements should be made to determine financial responsibility for accidents or repairs before authorization is given to the driver to operate the vehicle.

Funding for transportation services should be left as a responsibility of the Department of Rehabilitation. The Department has funds to provide transportation for those clients who require it. Any general campus transportation equipment purchased by the University for the movement of students should be accessible to the partially ambulatory and to students in wheelchairs.

Each campus should allocate a number of reserved parking spaces for disabled students. Each parking space should allow ample room for removing a wheelchair from a van or from the side of a car. Each space should also have the wheelchair access symbol painted on the pavement, have a blue-painted curb (conforming with the State vehicle code), and have a prominent sign indicating the space restrictions. All campus employees should be urged in writing not to park in or block wheelchair ramps, curb accesses, or parking spaces for the disabled.

Each campus should explore the possibility of developing a wheelchair storage area. Battery powered wheelchairs are not portable and cannot be transferred to and from conventional vehicles; however, if such wheelchairs could be stored on the campus, a handicapped student could transfer from an automobile to a battery powered wheelchair either by utilizing a collapsible chair stored in the vehicle or by relying on help from an attendant.

Because of the increased number of students who depend on manual and motorized wheelchairs for independent mobility, each campus should investigate the possibility of having a wheelchair repair center which could provide loaner wheelchairs and emergency repairs. A staff person at the wheelchair repair center on campus or specialists from the community could serve as instructors for students and their attendants in equipment maintenance and repair. Instructors could emphasize preventive maintenance and could teach equipment owners the causes and principles involved in each repair, so they could acquire a knowledge of their equipment, which is vital to their independen

Students should be referred to off-campus wheelchair repair facilities as appropriate. In cases where community resources are limited, spare parts, tools, test equipment, and power chairs could be purchased by the center from outside grants and donations, and the surplus property privileges of being a Federal grantee could be used to meet the need for additional hardware, tools, and equipment, which might be available at no cost.

As well as emergency repairs on wheelchairs, the centers could offer basic maintenance and emergency repair of orthopedic equipment, tape recorders, assistive devices, and hand controls on automobiles.

XIII. MEDICAL SUPPORT SERVICES

A. Guidelines Relating to the Federal Regulations

Nondiscriminatory health services and insurance plans should be provided to qualified handicapped students. However, student health centers need not provide specialize services and aids; for example, if a center treats only simple disorders, such as cuts, bruises, and colds, its obligation to handicapped students is only to treat those same disorders.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Campuses explore and, where feasible, develop the necessary services for the physical and medical needs of handicapped students. Such services could be established within University facilities or could be developed in concert with existing community resources.
2. Students from outside a campus geographical area be helped to obtain medical care and treatment locally in such a way as to involve a smooth transition from one area to another.
3. Campuses consider providing handicapped students with the opportunity to meet with staff at the student health service to discuss their medical background, prior to the time of their enrollment.

4. Student health centers that do not have a particular service or aid be prepared to provide referral services or other appropriate medical counsel.

5. Emergency medical services for handicapped students on a 24-hour-a-day basis be developed with community participation.

Discussion

Campuses should explore, and where feasible develop, in concert with existing community agencies, the necessary services for the physical and medical needs of handicapped students, with priority given to students who have been referred by the Department of Rehabilitation. Students from outside the campus geographical area could then obtain expert medical care and treatment locally, in a way that would involve a smooth transition from one area to another. Cost of medical services not normally provided by a campus should be paid by Medi-Cal or from Department of Rehabilitation funds.

Clinics in urology, physical therapy, occupational therapy, and other areas could be established within University facilities or at University operated hospitals. Staff support could be offered to students to help them utilize these resources. If it is not feasible to establish such clinics, other arrangements should be made to assist handicapped students locate clinics in the surrounding community.

A health care program could be designed to meet the needs of handicapped students. Under this program, students might have a sponsoring physician in the student health center who would oversee the student's health care during the student's stay at the University. If a center does not have appropriate services, it should provide referral services or other appropriate medical counsel.

XIV. INTERNSHIPS, CAREER PLANNING, AND JOB PLACEMENT

A. Guidelines Relating to the Federal Regulations

1. The Campuses, Laboratories, Systemwide Administration, and Cooperative Extension may not employ University students in a manner that would violate the employment practices section of the University's guidelines for the handicapped relating to the Federal regulations.

2. When assisting outside agencies, organizations, or persons in providing employment opportunities for University students, campuses should assure themselves that such opportunities, as a whole, are available in a manner that would not violate the employment

practices section of the University's guidelines, if the employment opportunities were provided by the University.

B. Recommendations Relating to ACR 201

It is recommended that:

1. Campuses increase services to the handicapped within the existing services provided for graduating students and alumni seeking career employment, and within existing services provided for continuing students seeking summer, part-time, or temporary employment.

2. Career planning and placement centers initiate steps to increase the awareness of handicapped students about the career job market and to encourage employers to hire handicapped graduates.

3. Each campus be in close contact with agencies serving the handicapped. A team approach might be developed between the campuses and the Department of Rehabilitation in which information and resources might be fully utilized.

4. Campuses provide appropriate internships of the experiential learning type for handicapped students.

5. Internships be established in cooperation with the State Department of Rehabilitation, to explore needs for equipment and other aspects of the work setting, and to increase the employability of handicapped students.

6. Campuses develop employment services for handicapped students and alumni, within the regular placement services program, that include (a) assistance in obtaining full-time, part-time, temporary, and campus job information and referrals; (b) instruction to develop resume writing skills and interviewing techniques; (c) career counseling; and (d) additional services for hearing impaired, deaf, blind, and other handicapped students.

Discussion

Handicapped students are often unaware of the potential market for their services after graduation; therefore, professional staff members at career planning and placement centers should be well informed about the employment market in order to effectively advise the handicapped.

Campuses should, in partnership with the State Department of Rehabilitation, give emphasis to the development of vocational counseling, and internship and work experience opportunities. Department of Rehabilitation counselors are knowledgeable about the capabilities of persons with disabilities; therefore, the feasibility of sharing information with them should be explored.

University resources should be utilized to the fullest, including resources of the campus libraries, counseling centers, career planning and placement centers, and other campus units. Resources of the State Employment Development Department also should be used to the greatest possible extent. A team approach to vocational problem solving could be effective.

As campus staff receive feedback from employers and graduates, they will also become aware of the preparation necessary to provide students with the highest probability of employment. On-going workshops in career planning and placement centers could be designed to assist handicapped students with job preparation techniques and with finding meaningful career oriented employment opportunities during the academic year and the summer sessions.

Job placement services for the handicapped should include:

Job Information: A current list of part-time, temporary, summer and career employment opportunities should be available in convenient offices or on several bulletin boards throughout each campus. Contact with employers by job placement counselors would facilitate additional job opportunities. Information and job listings should be provided in Braille or on cassette or both, for the benefit of blind students. A current listing should be posted at a level convenient for persons in wheelchairs.

Basic Resume Writing: Staff members should work with students individually and in small groups to assist them in developing resume writing skills; special emphasis should be placed on clarification and definition of skills and goals. Braille resume writing guides for blind students and clerical support for preparing resumes should be available. As with certain other services, this type of service could be available for all students.

Interviewing Techniques: Handicapped students preparing for job interviews should be encouraged to work individually with staff members to gain information about how to discuss their disability with an employer. For those students who are job ready, role playing techniques might be useful in preparing for a job interview; staff members experienced in techniques useful for interview situations should be available.

Career Counseling: In depth career counseling should be available for those students who need assistance in clarifying a career choice. Staff members could work with incoming handicapped students in the selection of courses that would provide a basis for employability after graduation.

Additional Services: Services should be available for blind and hearing impaired students to facilitate taking employment tests or other examinations or to assist in initial contacts with prospective employers. The services could provide readers who would be available for pay and, on some occasions, attendants for those who need them. The service also could provide sign language interpreters for those hearing impaired students who may need them during initial contacts with employers.

The interconnection between college and career is becoming an increasingly important consideration in academic program planning for all students. This is due in large part to the tight job market for college educated young people, which has caused a great deal of student anxiety, particularly among handicapped students. To help increase the employability of all students, placement centers should concentrate more time and effort on providing early career counseling and exploration programs. Motivational and informational counseling, testing, directed field experiences, and part-time employment can also increase their job prospects.

APPENDIX C

The California State University and Colleges
Plans to Overcome the Underrepresentation of the Disabled

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
PLANS TO OVERCOME THE UNDERREPRESENTATION OF THE DISABLED

Office of the Chancellor
Division of Student Affairs

JUNE 1977

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The California State University and Colleges
Plan to Overcome the Underrepresentation of the Disabled

I. PURPOSE OF STUDY

In August 1976, the Legislature adopted Assembly Concurrent Resolution 201 which requested the California State University and Colleges, the University of California, and the California community colleges to prepare a plan "...that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education." The plan is to be submitted to the California Postsecondary Education Commission by July 1, 1977, for inclusion in a report to the State Legislature in 1978.

II. BACKGROUND

The California State University and Colleges has been active in improving facilities, conditions, and services for disabled students for several years.

In the fall 1972, the Board of Trustees requested $300,000 to remove campus architectural barriers. This amount was subsequently included in the 1973-74 Budget. Monies were used to fund projects identified by disabled students as having the highest priority.

In April 1973, the Legislature adopted Assembly Concurrent Resolution 81, directing the Board of Trustees of the California State University and Colleges to conduct a study of existing facilities, conditions, and available services for disabled students. In response to this Resolution, a systemwide Task Force on Disabled Students was established. The Chancellor broadened the charge of the Task Force by requesting recommendations on how the disabled might be served more effectively. The Task Force was composed of students, faculty, and administrators, and included representatives of the systemwide Disabled Student Coalition.

As a result of discussions with the Disabled Student Coalition concerning the need for funds to establish support programs, request to fund two disabled student services pilot programs was included in the 1974-75 Trustees' Budget. The Governor and Legislature approved funds for a single pilot program which was established at California State University, Long Beach in August 1974. The pilot program was charged with identifying the disabled student population, providing and coordinating special support services for these students, increasing campus awareness of the disabled, and developing outreach programs to inform and encourage other handicapped individuals to enroll at the university and to utilize the special support services.

On December 31, 1974, the Chancellor submitted the Report on Conditions, Services, and Facilities for Disabled Students, prepared by the Task Force to the Legislature (see attachment F). The Report included thirty recommendations for improving the campus environment for the disabled. In addition, descriptive data were collected on the CSUC disabled student population. Attachments A, B, and C provide information on disabled students by type of disability, academic discipline, and class level and sex.

III. DEVELOPMENT OF THE PLAN

In its development of the plan requested by ACR 201, the California State University and Colleges has determined that, although not stated in the same terms, the Report of the Task Force on Disabled Students constitutes a plan for elimination of the underrepresentation of handicapped students. The Report's recommendations not only meet the developmental goal of the resolution, but their implementation has resulted in a significant commitment by the CSUC system in terms of facility, program, and policy improvements. In addition, implementation of these recommendations has led to significant increases in the CSUC disabled student population. Therefore, since a plan already exists that meets the requirements of ACR 201, the following information summarizes the objectives of the plan and its present and future implementation.

IV. THE PLAN

In developing a comprehensive plan to assist the disabled, the California State University and Colleges considered the various forms that barriers to the handicapped can take: architectural, educational and attitudinal. The plan to overcome the underrepresentation of disabled students is composed of six major elements:

1. Identification of the disabled population
2. Achievement of optimum campus physical accessibility
3. Establishment of a program of supportive services
4. Development of campus and community awareness programs
5. Development of outreach programs
6. Acquisition of educational aids

V. IMPLEMENTATION TO THE PRESENT TIME

A. Program

The evaluation of the Disabled Student Services Pilot Program, established at California State University, Long Beach in 1974, served as a basis for determining the need for the development of similar programs systemwide. Based on this program, the necessity for offering supportive services and the practicality of coordinating these services were clearly demonstrated. The pilot project proved an effective means of providing the necessary support services to meet the needs of disabled students while fostering the development of independence among these students. The pilot program assisted disabled students in significant numbers and also demonstrated that existing student support services can be adapted and successfully coordinated to meet the special needs of this population. Of note, major benefits, as reported by disabled students, were the enhancement of their University experience due to the increased awareness of others to their needs as well as improved physical accessibility to the campus promoted by the project.

Based on the success of the pilot program and the recommendations of the Task Force Report, the 1976-77 Trustees' Budget included a request for funds to establish a Disabled Student Services program on each of the nineteen campuses. These programs include the following:

1. Services

   The staff of the Disabled Student Services program on each campus is charged with:

   a. Identifying the disabled population
   b. Coordinating existing campus services available to disabled students
   c. Providing those services needed, but not available elsewhere on the campus
   d. Providing liaison with external agencies involved in assisting disabled students
   e. Monitoring the disabled student population as to its nature and needs
   f. Communicating the needs of the disabled to appropriate areas of the campus to increase campus awareness

These programs have provided a variety of useful services. For example, attempts are made to locate attendants, notetakers, interpreters and readers to assist severely disabled students. Special parking spaces have been provided on each campus. Special educational aids (e.g., large print and Braille typewriters, voice-actuated tape recorders) have been purchased and placed in convenient and accessible campus locations. Coordination with such offices as the Counseling Center and the Career Planning and Placement Center has resulted in special programs and services geared to the particular needs of the disabled. Volunteers have been found to convert textbooks into Braille. Wheelchair repair services have been developed and effective systems for transporting ambulatory students between classes and to and from the campus have been developed on several campuses.

Since 1970, increasing efforts have been made to serve disabled students. In that year, 1,074 disabled students were enrolled in the CSUC. The number enrolled increased to 2,533 for the 1973-74 academic year and to 3,457 in January, 1976, an increase of 222%. Data for 1976-77 are being collected.

2. On-Campus Outreach

Developing an awareness on the part of the campus community of the needs of the handicapped is critical to the success of any program of support services for disabled students. The Coordinators of the Disabled Student services are involved in a number of projects aimed at this end. Among the many projects are:

a. Meetings with academic departments to move physically inaccessible classes to accessible locations.
b. Campus awareness days/weeks, where able-bodies persons traverse the campus in wheelchairs, on crutches, or blindfolded to understand the problems encountered by the disabled in moving around campus. Movies, lectures and discussions are also included in these programs.
c. Meetings with individual faculty to discuss teaching and examination methods that prevent or make difficult the full participation of disabled students in instructional programs. Examples: "lecturing to the blackboard" severely hinders lip-reading deaf students. Policies against tape recorders limit those unable to take notes. Written examinations prevent quadriplegic students from effectively demonstrating their knowledge.
d. Establishment of campus advisory committees to involve able-bodied persons in the resolution of problems faced by the handicapped.
e. Meetings with science faculty to find ways to modify laboratory equipment.
f. Discussions with faculty on the development of alternate testing methods for those unable to utilize traditional evaluation tools.

Continuing efforts will be made to communicate disabled student needs and concerns to all segments of the campus.

3. Off-Campus Outreach

The primary goal of off-campus outreach programs has been to create community awareness of available campus programs and services and to encourage disabled persons to pursue postsecondary education. Campuses actively working with community organizations have found that such contacts can be beneficial in solving problems of the disabled. For example, campuses report that efforts to increase the employability of disabled students especially have been assisted by such relationships. Community contacts have also proven to be a source of additional funding for disabled student programs. Scholarships, transportation, and specialized equipment have been donated as a result of outreach efforts in the community. These efforts will continue as each program seeks to improve its services to meet the needs of the disabled.

B. Facilities

Architectural barriers constitute a major difficulty to disabled persons who wish to pursue postsecondary education. Through the coordinated efforts of the CSUC, the Disabled Students Coalition, and the Department of Rehabilitation, considerable progress has been made to correct architectural barriers and to insure that new construction is physically accessible.

1. Removal of Architectural Barriers in Existing Structures

The process of removing architectural barriers began in 1973 with an appropriation of $300,000 in the Major Capital Outlay Budget. At that time a priority list for removing barriers was developed by the Disabled Student Coalition and was reviewed and approved by the Division of Physical Planning and Development in the Chancellor's Office. This list still serves as the basis for determining the order in which barrier removal projects are undertaken. The categories in order of priority are:

a. Access to the campus as a whole (parking, curb-cuts, ramps, walkways).
b. Access to facilities to meet basic needs of the disabled (restrooms, food service).
c. Access to the main level of buildings with high student use (health center, administration/student services building, library, multi-use academic buildings).
d. Access to floors above and below main level (ramps, elevators, bridges).
e. Automatic doors and lowered drinking fountains.
f. Other.

From the original $300,000 State appropriation, efforts were begun to provide curb-cuts, restroom modifications, and a limited number of lowered drinking fountains. In 1974, a grant of $1,453,000 was received from the Department of Rehabilitation for more extensive renovations (ramps, curb-cuts, walkways, restroom modifications and elevators). Since these projects were initiated in 1973-74, The California State University and Colleges has continued to identify architectural barriers and request additional State funds for their removal. The amount appropriated to date totals $4,300,000. A list of appropriations for barrier removal projects by year and source of funds will be found in Attachment D. These expenditures will continue, subject to legislative approval, until all architectural barriers have been eliminated.

2. New Construction

In fall 1974 the Chancellor's Office and the State Office of Architecture and Construction implemented procedures to insure consultation with representatives of disabled student groups with regard to physically handicapped accessibility requirements for any future California State University and Colleges buildings. The Division of Physical Planning and Development in the Office of the Chancellor requires certification that the disabled students on campus have reviewed each campus project in terms of handicapped accessibility as a condition for approval. In addition, staff in the Chancellor's Office have been trained to identify and correct architectural deficiencies which limit physical accessibility in the process of reviewing capital outlay projects.

VI. FUTURE IMPLEMENTATION

A. Health, Education and Welfare -- Section 504 of the Rehabilitation Act of 1973

The recent signing of the federal handicapped regulations (Section 504 of the Rehabilitation Act of 1973) will further aid the cause of disabled students attending the California State University and Colleges. Under the provisions of these regulations, campuses will be required to:

1. Provide written assurance of compliance with the nondiscrimination statement in the regulations.
2. Conduct a self-evaluation within one year of the effective date of the regulations.
3. Designate a coordinator responsible for monitoring compliance with the regulations.
4. Adopt grievance procedures.
5. Make reasonable accommodation to the known physical and mental limitations of an otherwise qualified disabled applicant.

6. Develop a plan to make each program/activity physically accessible.
7. Insure that all new construction is fully accessible.
8. Provide auxiliary aids as needed.

B. Capital Outlay

The architectural barriers previously identified will require continued appropriations from the State Legislature in order to make CSUC campuses fully accessible to the disabled. We estimate that seven to eight years will be required to complete projects already identified. Since HEW regulations require program accessibility by June 1980, the Chancellor's Office will review campus accessibility to determine the need for additional funds to ensure compliance.

C. Educational Aids

Campuses of the California State University and Colleges have made substantial expenditures for educational aids for the disabled. As the number of disabled students continues to increase and the system identifies additional needs, the need for additional auxiliary aids will also increase.

D. Alternative Funding Sources

We recognize that the current disabled student services program is not designed to meet all needs of disabled students. Resources are limited and efforts have been aimed toward providing a service which assists disabled students toward independence rather than dependence. In addition, services have been designed to utilize existing programs and coordinate their efforts to assist the disabled rather than duplicate efforts. However, increased funding could substantially benefit disabled students.

To augment State funds, several campuses are actively pursuing grants from outside resources in an attempt to expand services. Proposals have been submitted to the National Science Foundation for programs to encourage disabled students to enter the sciences. The HEW Bureau for the Education of the Handicapped provides funds for the Center on Deafness at California State University, Northridge. The recent HEW regulations on non-discrimination against the handicapped may also lead to new federal appropriations. Some campuses have received grants for innovative programs from federal funds administered by the State Department of Rehabilitation. While these and other sources of funding are being explored, it also may be necessary to request increased state support in order to improve current program efforts, meet the needs of an increasing disabled student population, and implement the federal handicapped regulations.

VII. EVALUATION

As mentioned earlier, significant increases in disabled student enrollment have occurred. However, in order to evaluate more effectively the progress made in eliminating the underrepresentation of disabled students, the CSUC will:

1. Continue current annual evaluations of the Disabled Student Services Program (Attachment E); and
2. Compare data on the number of disabled persons who could potentially enroll on a CSUC campus with the number that actually enroll. A comparison of this ratio with comparable statistics on the able-bodied population will aid in determination of progress.

VIII. SUMMARY

Substantial progress has been made to increase the number of disabled students enrolled on the nineteen campuses in The California State University and Colleges. Support programs have been established on each campus and now provide a variety of important services to disabled students. Among these services are: special registration; new student orientation; campus accessibility guides; assistance in obtaining readers, attendants, notetakers, and interpreters; wheelchair repair; proctoring of examinations, advisement and counseling; and special parking. Support programs also provide outreach efforts to reach the disabled community. Significant efforts have been made to remove architectural barriers and provide full campus accessibility. Over $5,000,000 has been expended since 1973-74. These efforts will continue until we have corrected all architectural barriers.

The California State University and Colleges will continue its efforts to eliminate the underrepresentation of disabled students by 1980.

ATTACHMENT A

Summary of Disabled Student Enrollment by Type of Disability

	OAK	CHI	D H	FRE	FUL	HAY	HUM	L B	L A	NOR	POM	SAC	S B	S D	S F	S J	SLO	SON	STA	Total Enrollment by Disability	Total by %
Amputee		6		5	8	9		7	2	7	No data available by type of disability	2	3	19	8	12	2	4	No information available	94	3.8%
Arthritic	1	3	2	6	14	2		11	7	3		11	2	14	2	9	2			89	3.6
Blind, Partial Sight	2	21	3	5	14	10	6	19	9	26		8	3	35	28	26	6	6		226	9.0
Cerebral Palsy		6	3	4	4	4		6	2	4		4	2	22	5	7	2	2		77	3.1
Chronic Illness		3		8	113	3		17	2			1	8	10	18	34	3			220	8.8
Deaf, Hard of Hearing	1	3		9	18	15		7	2	120		2	2	20	8	4	5	3		219	8.7
Epileptic		1	3	2	31	1		5	2	2		1	2	12	6	4	7	11		90	3.6
Heart Condition	2	3	5	2	8	1		6	11	4		3	2	12	4	11	5			79	3.2
Hemiplegic			1		1			9		1			1	6	1		1	1		22	0.9
Multiple Sclerosis	1	2		4	4			9	2	2		2		3		1	2	1		32	1.3
Quadriplegic		4	4	5	5	1		13		7		1		22		5	4	4		75	3.0
Paraplegic	2	4	4	5	8	6		29	1	6		1	1	28	1	6	3	5		110	4.4
Post-Polio	1	3	2	3	12	3		14	2	5		1	1	11	4	21	6	1		90	3.6
Speech Disorder	1	4	1	1		2		17	1	2				17	2		10			58	2.3
Other Wheelchair Disability	1	6	3	2				25	1	9		4		17	44	23	4			139	5.5
Other Disability	13	16	10	56	38	96		141	147	74		178	4	32	5	39	20	31		900	35.7
Total Enrollment by Campus	24	85	41	117	278	153	6	335	191	271	100	219	31	280	136	202	82	69		2620	

Source: Campus Questionnaire, March 1974.

ATTACHMENT B

Summary of Disabled Student Enrollment and Total CSUC Enrollment by HEGIS Academic Disciplines

	Disabled Students		All Students	
	No.	%	No.	%
Undeclared	208	9.5	38,109	13.3
Agriculture and Natural Resources	11	0.5	6,480	2.3
Area Studies	1	0.04	2,435	0.8
Biological Sciences	94	4.3	15,784	5.5
Business and Management	323	14.7	36,443	12.7
Communications	63	2.9	5,336	1.9
Computer and Information Sciences	11	0.5	1,663	0.6
Education	232	10.5	28,683	10.0
Engineering	24	1.1	12,073	4.2
Fine and Applied Arts	89	4.0	18,289	6.4
Foreign Languages	51	2.3	4,449	1.6
Health Professions	100	4.5	11,749	4.1
Home Economics	21	0.9	5,516	1.9
Letters	122	5.6	15,988	5.6
Library Science	3	0.1	483	0.2
Mathematics	35	1.6	4,737	1.6
Physical Sciences	25	1.1	5,556	1.9
Psychology	217	9.9	14,640	5.1
Public Affairs	202	9.2	12,803	4.5
Social Sciences	333	15.2	39,275	13.7
Interdisciplinary Studies	23	1.0	5,315	1.8
Totals	2,199		286,722	

Source: Campus Questionnaire, March 1974, and Fall 1973 Survey of Student Enrollment.

ATTACHMENT C

Summary of Disabled Student Enrollment and Total CSUC Enrollment by Class Level and Sex

	Disabled Students		All Students	
	No.	%	No.	%
Freshman	220	9.3		
Sophomore	280	11.8		
Junior	717	30.3		
Senior	599	25.2		
Graduate	555	23.3		
Total No. of Students	2,371			
Undergraduate	1,816	76.7	223,188	77.8
Graduate	555	23.3	63,534	22.1
Total No. of Students	2,371		286,722	
Male	1,597	63.2	161,131	56.1
Female	936	36.8	125,591	43.8
Total No. of Students	2,533		286,722	

Source: Campus Questionnaire, March 1974, and Fall 1973 Student Enrollment Survey.

ALLOCATIONS FOR ARCHITECTURAL BARRIER REMOVAL PROJECTS

YEAR	AMOUNT		SOURCE
1973-74	$ 300,000		State Legislature
	1,463,000		State Department of Rehabilitation
	102,231	(CSU, Fresno)	State Department of Rehabilitation
	266,000	(San Francisco State Univ.)	State Department of Rehabilitation
1974-75	1,000,000		State Legislature
1975-76	1,500,000		State Legislature
1976-77	500,000		State Legislature
1977-78	1,000,000	(requested)	State Legislature

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5708

Code: SA 77-33

Date: Presidents

To: Alex C. Sherriffs

RESPONSE DUE BY
JULY 18, 1977

From: Alex C. Sherriffs
Vice Chancellor
Academic Affairs

Subject: 1976-77 Disabled Student Services Survey

As you know, the 1976-77 State budget included a program change proposal, allocating $506,028 for disabled student services on the campuses of the California State University and Colleges.

The guidelines for establishing the program (SA 76-57) stated that as a result of discussions with the Department of Finance, an annual evaluation of the disabled student services would be necessary to insure their continuation. Attached is the survey instrument to be used as the basis for evaluating these programs for 1976-77. This instrument was developed in consultation with the campus Coordinators of Disabled Student Services and representatives of the State Department of Rehabilitation.

We would appreciate having the survey completed and returned by July 18, 1977 to Ms. Susan Hunter, Assistant Dean, Student Affairs. Questions concerning this issue should also be directed to Ms. Hunter.

ACS:pb
Attachment

Distribution: ATTENTION: COORDINATORS, DISABLED STUDENT SERVICES
Vice Presidents, Academic Affairs
Dean of Students
Business Managers
Chancellor's Office Staff
Administration Information Center

DUE JULY 18, 1977

DISABLED STUDENT SERVICES

Campus ____

Name of Person Submitting Report ____________________________

Title ____

A. Demographic Data

1. Disabled Student Enrollment

a. Total Fall 1976____ Total Fall 1975______
b. By Disability
   1. Visually impaired/blind______
   2. Hard of Hearing/deaf________
   3. Wheelchair confined________
   4. Mobility limitation (other than wheelchair)_______
   5. Speech impairment______
   6. Learning disability______
   7. Other disability_________
c. Are these figures derived from self-reporting by students?
   Yes_____ No_____ If "no" please indicate source__________
   ____

2. Total number of persons served by the Disabled Student Services Office during the 1976-77 year____________________

a. Estimated frequency of use of DSSO by individuals per month:
   1. 1-3 times/month_____
   2. 4-7 times/month_____
   3. 8 or more times/month____
b. What percentage of the total number of persons served are currently enrolled students?________; Potential students? _________; Faculty?________; Temporarily disabled?_______; Other?_________________________________

B. Services

1. Please list services provided by the Disabled Student Services Office which are not available elsewhere on campus. Indicate approximate percentage of time spent providing each service. (Attach additional sheet, if necessary).

2. Please list services of the Disabled Student Services Office which complement or are coordinated with other campus services. Indicate approximate percentage of time spent on each of these services.

C. Program

1. On the list below, please indicate what campus opportunities existed for disabled students to provide input regarding the Disabled Student Services Program during the 1976-77 year? (Check as many as are appropriate).

______A disabled student organization to advise the program and director.
______Disabled student membership on a campuswide DSSO advisory board.
______Volunteer work opportunities in the DSSO.
______Paid work opportunities in the DSSO.
______Disabled student newsletter
______Disabled student identification and review of architectural barrier removal projects.
______Other, (please list) ______________________________

2. If your campus has a program advisory board for the Disabled Student Services Program, list its composition (e.g. student, faculty) and method of selection. What specific duties and authority does the board have?

3. What programs or services, if any, are offered for disabled students by other campus offices (e.g. Career Planning and Placement).

D. Community Outreach and Campus Awareness

1.a. What outreach efforts (e.g. publicity, presentations) have been initiated by the DSSO during 1976-77 in the community? Indicate which organizations and programs were contacted (e.g. high schools, community colleges, rehab centers, home visitations).

b. What outcomes have accrued as a result of these efforts (e.g., increased identification and enrollment, increased external financial support)? Attach additional sheets if necessary.

2.a. What outreach efforts have been undertaken by the DSSO on campus during 1976-77? Indicate which departments, organizations, and individuals were contacted.

b. What have been the results of such efforts (e.g. increased faculty awareness, new programs). Attach additional sheets if necessary.

3. List campus committees and/or boards where disabled student membership is specifically designated.

Staffing of DSSO

1. **Paid Staff**

	Position Classification (e.g. S.A.A.II, Step 1)	Working Title (e.g. Coordinator)	Time Base (e.g. 1.0,0.5)	Funding Source (e.g. D/S Office, 1976-77 PCP)	Date Position Filled. Also indicate terminations, if any
975-76					
976-77					

2. Volunteer Staff. Describe the number, hours per week, and assigned duties of volunteers working in the DSSO.

3. Indicate the number of positions in the DSSO held by disabled persons, (paid and volunteer) referring to type of disability and level of position held.

F. Fiscal

1. Funding for 1976-77

	Amount Allocated to DSSO Program by Campus from PCP	Amount Actually Expended from PCP by DSSO Program
a. Salaries		
b. Supplies & Services		
c. Equipment		
d. Special Equipment		
e. In-State Travel		
f. Out-Of-State Travel		
g. Other		

2.a. Aside from the PCP funds, please list any other campus support for the Disabled Student Services Office (e.g. space, furniture, equipment, salaries, maintenance).

b. Please list any contributions made by other sources (e.g. Associated Students, grants, community agencies).

G. Evaluation

1. Please assess how the 76-77 PCP has affected the quality and/or quantity of services to disabled students on your campus.

2. What methods were used during 1976-77 for the evaluation of the Disabled Student Services program by disabled students? Please attach a copy of the evaluation instrument used, if any.

3. Please indicate the results of such an evaluation of the DSSO program by disabled students.

4. Please outline any areas identified as problems by disabled students during the 1976-77 year.

5. What efforts were made during 1976-77 to remedy those problem areas?

6. What efforts are anticipated during 1977-78 to further alleviate problems by the DSSO?

7. Comments

APPENDIX D

I. California Community Colleges Initial Report to the California Postsecondary Education Commission in Response to Assembly Concurrent Resolution 201.

II. Background Information to the Board of Governors Regarding the Report.

III. California Community Colleges Revised Report to the California Postsecondary Education Commission in Response to Assembly Concurrent Resolution 201.

APPENDIX D-I

California Community Colleges Initial Report
to the
California Postsecondary Education Commission
in Response to
Assembly Concurrent Resolution 201

A Plan of Activities for Enhancing the Representation of Handicapped Students Within California Community Colleges

1. Outreach will be extended to public high schools and other feeder schools. This outreach should include but not be limited to the following:

   a. distribution of literature describing services that are available on the Community College campus.

   b. on-campus visitation by the local coordinator of handicapped student services.

   c. awareness and in-service training programs for secondary educators and feeder school counseling staff.

2. Coordination between the Chancellor's Office and the Department of Rehabilitation will be maintained to insure full reciprocal use of facilities and resources within each Community College district.

3. Statewide coordination with Social Security Disability Insurance, Social Security Supplemental Income, and the County Departments of Welfare will be maintained to keep agency personnel informed of Community College resources, facilities, and available services to the disabled.

4. Coordination with the various private insurance carriers of disability insurance will be maintained to keep them informed of the rehabilitation services and resources available on the Community College campuses.

5. Statewide coordination of community resources in testing and evaluation of the potential of handicapped persons currently enrolled and desirous of becoming students will include but not be limited to the following:

   a. Department of Rehabilitation testing capabilities

   b. Social Security Administration testing capabilities

   c. Department of Welfare testing capabilities

   d. Various private institutions which conduct testing and evaluation.

6. In-service training of current staff as to the advances made in and alternate methods of evaluation of handicapped students will be conducted.

7. Statewide data on student performance in special education classes by enrolled handicapped students will be periodically collected and assessed.

8. Statewide data for comparison in "mainstreaming" classes prior to and after services are provided will be periodically collected and assessed.

9. Statewide coordination and dissemination of information for the handicapped student concerning financial rights under the laws and regulations of Social Security, Welfare, Basic Educational Opportunity Grant (BEOG), Supplemental Educational Opportunity Grant (SEOG), Work Study, grants, loans, and any other pertinent source will be maintained.

10. Statewide paraprofessional and peer training program for handicapped students to prepare them to serve other handicapped students in the various on-campus programs will be developed by the regional trainers with direction and assistance from the Chancellor's Office.

11. Awareness of the needs and problems of handicapped students through in-service training for general counselors at Community Colleges will be encouraged.

12. Assistance to handicapped student services staff on how to establish in-service training activities so that they might conduct in-service training on their own campus for administrators, instructors, counselors, and paraprofessionals as to how to serve the handicapped in a more effective way will be provided.

APPENDIX D-II

Background Information
to the
Board of Governors
Regarding the Report

Board of Governors of the
California Community Colleges
June 23-24, 1977

Item 8

Title: Plan for Service to Handicapped -- ACR 201

Staff presentation: Clarence W. Mangham, Assistant Chancellor
Educational Affairs and Facilities Planning

Summary

1. Assembly Concurrent Resolution 201 requests the three segments of public higher education in California to develop plans to address the underrepresentation of handicapped students among the student bodies of institutions within these segments.

2. Assembly Bill 77 has provided some much needed financial assistance to colleges desiring to serve handicapped students more effectively; however, the constraints of the "50% law" (Education Code, Section 17503), may deter a number of districts from fully utilizing the provisions of AB 77.

3. There are numerous activities in which the Chancellor's Office and individual Community Colleges can engage to address the representation of handicapped students.

Recommended action

The Board should adopt a motion to accept the report on ACR 201 for transmittal to the California Postsecondary Education Commission.

ABSTRACT

This item responds to Assembly Concurrent Resolution 201 which requests the three public segments of postsecondary education to prepare a plan for addressing the apparent underrepresentation between the number of handicapped students and the number of students without handicaps who are being served in the institutions of each segment. It points out that during the past three years, the number of handicapped students receiving services in California Community Colleges has increased 50%. Further, 91 of the 104 Community Colleges in California have developed comprehensive plans for more effectively serving handicapped students.

As a part of its response to ACR 201, the item sets forth twelve major activities in which the Chancellor's Office and individual colleges will be involved to enhance the representation of handicapped students in California Community Colleges.

BACKGROUND

In 1976 Assembly Concurrent Resolution 201 was adopted. It requests the three postsecondary public education systems in the state of California to develop plans to address the apparent underrepresentation between the ratio of handicapped students to all postsecondary students and of handicapped students to all high school students in their senior year. In addition, it sets forth four methods to be considered in developing these plans:

a. Affirmative efforts to search out and contact qualified handicapped students

b. Experimentation to discover alternate means of evaluating potential of handicapped students

c. Augmented handicapped student financial assistant programs

d. Improvement of counseling for handicapped students.

Based upon the philosophy that all students including the physically disabled, communicatively disabled, and the learning disabled should be served in California Community Colleges, numerous activities have been initiated by these institutions during the last several years to seek out and serve handicapped students. To improve and standardize this effort, regulations were approved by the Board of Governors in February, 1977 to carry out AB 77, Lanterman (Chapter 275, Statutes of 1976). In addition to the financial assistance allowances provided in AB 77 these regulations gave particular attention to various ways of serving and evaluating handicapped students.

At present, there are over 1,264,000 students enrolled in California Community Colleges. Of that number over 36,000 have been identified as handicapped, with 19,000 being served under AB 77. During the past three years, the number of handicapped students receiving services in California Community Colleges has increased by 50%.

Under California Administrative Code, Title 5 regulations which were adopted in connection with AB 77, Community Colleges participating in the programs of service supported by that legislation are required to submit a College Comprehensive Plan for serving handicapped students. Through general workshops and contact on a one-to-one basis, the Chancellor's Office has provided assistance to the staff of each college in developing the critical components of the Comprehensive Plan. When the components are implemented, these plans will meet and exceed requests made in Assembly Concurrent Resolution 201.

During the first year of operation of AB 77 under the direction of the Chancellor's Office, 91 of 104 colleges submitted College Comprehensive Plans responding to these components:

1. Statement of philosophy for each plan

2. The population to be served

93

3. Proposed or existing services and programs

4. Program goals and related objectives

5. Proposed activities to meet these objectives

6. Coordination of college resources

7. Personnel needed for in-service training

8. Evaluation procedures

9. Interagency coordination of resources

10. A functional budget to implement the above

Under the direction of the Chancellor's Office, a Task Force composed of twenty-seven individuals from Community Colleges and community advocacy organizations was convened. The Task Force reviewed and recommended approval of all College Comprehensive Plans for 1977-78. These efforts have served to establish a functional method by which the Chancellor's Office can monitor each component and insure compliance with overall master planning occurring at the colleges on a statewide basis.

Possible Impact of 50% Law

Although there is general enthusiasm by Community College officials over the financial support which AB 77 will provide colleges involved in servicing handicapped students, some of these same officials have registered their concern that their use of such financial support could produce other problems for their districts that may constrain them from taking advantage of the full support available under AB 77. Specifically, they are concerned with the so-called "50% law" (Education Code Section 17503). This law requires that Community College districts expend at least 50% of their current expenditures for the salaries of classroom instructors. These salaries do not include those of counselors and librarians but include health and welfare benefits. Current expenditures include salaries, health services, operation of plant, maintenance of plant, and fixed charges.

In light of the "50% law" requirement, colleges must make every effort to balance the amounts of money expended for instructional salaries and those expended for other services. In their effort to adhere to this law, they may have to curtail their expenditures in those areas other than instructional salaries. Consequently, they may not be inclined to fund the wide range of services which should be provided to handicapped students.

The following plan contains twelve major activities in which the Chancellor's Office for California Community Colleges and individual Community Colleges will be involved to overcome the underrepresentation of handicapped students in the makeup of the student bodies of institutions of public higher education in California.

APPENDIX D-III

California Community Colleges Revised Report
to the
California Postsecondary Education Commission
in Response to
Assembly Concurrent Resolution 201

The following Operational Guidelines delineate the current programs and services for handicapped persons that are offered in California Community Colleges.

Because of the number and diversity of colleges in the system the Guidelines are presented as a general plan that is currently being followed in the colleges and coordinated by the Chancellor's Office in Sacramento.

OPERATIONAL GUIDELINE:

PROGRAMS FOR THE HANDICAPPED

CALIFORNIA COMMUNITY COLLEGES
FALL 1977

Developed under the direction of the California Community College Chancellor's Office, in concert with California State University at Fresno.

This project was funded through Title I of the higher Education Act, (Title I, HEA, 1965) as administered by the California Postsecondary Education Commission

CHIEF EDITOR: RONALD E. SMITH

INTRODUCTION

PURPOSE OF THE GUIDELINES:

1. These operational guidelines are provided to local college/district personnel to assist them in complying with regulations relative to the education of the handicapped, and;

2. To provide for a uniform approach to the administration of programs and services for students with handicaps (hereafter students) at the California Community Colleges (hereafter colleges), and;

3. To provide a tool to assist local administrators and special resource personnel in developing and/or improving upon a delivery system of supportive services and programs for students and;

4 To provide college/district specialists with an easy reference guide for daily use.

BACKGROUND:

An initial incentive to the colleges to undertake the education of the handicapped came from the Vocational Education Act of 1968, as amended (PL90-516). The act provides that 10% of all part B entitlement funds received by the colleges be used in support of education for the handicapped. However, a 1969-70 study disclosed that many colleges were returning these funds, unused , to the state, and that in fact only several colleges had implemented formal programs for the handicapped.

Subsequently a program of inservice training for college personnel was funded under the Education Professions Development Act (EPDA). Statewide conferences and workshops were conducted for three consecutive years beginning with the 1971-72 school year. Participating college personnel became aware of the needs of the handicapped and were training to improve upon those skills necessary to meet those needs. Additionally, during the first project year, a resource manual was developed to assist college personnel.

Additional financial incentives were later realized. Through the efforts of the Chancellor's Office, special education apportionment funds were made available to the colleges. These funds were of help although they were limited to use for persons under 21 years of age. Since the average college student age is more nearly 25-26 years, this was a severe limitation. Then AB1246 (1974) was enacted to provide financial support for students 21 years of age and over. These were excess cost funds and limited in use to the physically handicapped.

The Department of Rehabilitation began early working with the colleges, assisting in the statewide inservice training projects, providing funds for barrier removal, coordinating the educational needs of their clients with the colleges, and providing student financial support.

While these major funding sources, along with other sources, were of great value to students, it became a complex maze of funding sources and criteria that still lacked the viability necessary to enable the colleges to truly provide comprehensive services and programs for the handicapped. In 1976 AB77 (Lanterman) was enacted (statutes of 1976, Chapter 275—June) to bring together one major funding source to meet the needs of all students with physical, communication, and learning handicaps. Regulations to implement this act were adopted on February 25, 1977. It is based upon the special needs of the handicapped and those governing regulations for which these guidelines were prepared.

PURPOSE OF SERVICES AND PROGRAMS FOR THE HANDICAPPED:

It is our purpose and the intent of applicable regulations to make our colleges accessible; to provide support services for those students who cannot succeed in the regular classroom without those services; to provide special programs for students not ready for integration into the regular classrooms; to make local and campus communities aware of our services and programs and services available to the regular student community; to provide extraordinary services as justified; and, to provide for equal educational opportunities for the handicapped. Our goal is to integrate the student into the mainstream of the college community and/or the economic and social arenas of the community.

DISCLAIMER:

This manual is intended as a reference only; the purpose being to serve as a guide or tool for the user. It does not intend to, nor should it be construed that, it in any way surrogates or supercedes any or all pertinent federal, state or local regulations.

USE OF THE MANUAL:

This manual is provided for your use, and for as long as that use is relevant to your needs. It has been assigned to you as an individual. If such time arises that you have no further use of it, please return it to:

Chancellor's Office
California Community Colleges
1238 S. Street
Sacramento, California 95814
Attention: Specialist, Supportive Services
and Programs for the Handicapped.

If you should transfer this manual to another person who has need of it, please also advise the Chancellor's Office of the name, title, agency and address of the individual.

Every effort will be made to keep this manual current. Therefore, the individual to whom it is assigned will from time to time receive revisions. All such revisions will be accompanied by a letter of transmittal. Please promptly act upon such mailings. It is also recommended that the letters of transmittal be filed in the back of the manual. This will provide a ready reference on all manual revisions.

DEFINITIONS:

You will have already noticed that we will take certain standard phrases and shorten them, such as California Community Colleges (Colleges) and students with handicaps (students). We also recognize the concern that exists with "labeling". Are students handicapped, disabled, exceptional or inconvenienced? We have decided to use the word handicapped in this manual, as this will maintain continuity with governing legislation and Title 5 administrative regulations.

SECTION 56000 SCOPE OF CHAPTER. This chapter applies to special education services and programs for handicapped students . . . .

All reference to regulations, unless otherwise noted, shall refer to the California Community College Administrative Code, Division 7, Part VI, of Title 5 regulations adopted February 25, 1977. All such regulations will be typed in italics to assist the reader in identifying regulations from narrative.

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Specific acknowledgement is given to the following individuals for their personal efforts and significant contributions to this manual. They are:

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Ray Pitts	Chancellor's Office
John Schmidt	Grossmont College
Sylvia Selleck	West Valley College
Ron Smith	Cypress College
Barbara Sullivan	Chancellor's Office
Jan Zaboski	Moorpark College

THE CALIFORNIA GOVERNOR'S COMMITTEE
FOR EMPLOYMENT OF THE HANDICAPPED

Final Regulations to Implement Section 504 of the Rehabilitation Act of 1973. (Nondiscrimination on the Basis of Handicap)

Effective Date June 3, 1977

As part of the Rehabilitation Act of 1973, Congress enacted Section 504 which provides that:

> "no otherwise handicapped individual in the United States, as defined in Section 7(6), shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

On May 17, 1976, DHEW published a Notice of Intent to Issue Proposed Rules seeking public comment on fifteen critical issues. The Proposed Rules were published in the **Federal Register**, Vol. 41, No. 138, Friday, July 16, 1976, pp: 29548-29567 and twenty-two public meetings were held throughout the country to obtain comments on the regulations. Finally, on Wednesday May 4, 1977, DHEW published the final regulations to implement Section 504 in the **Federal Register**, Vol. 42, No. 86, pp: 22677-22685. The pages preceding and following the regulations contain background information and an analysis of the regulations. The regulations are reprinted here in their entirety.

The questions and answers preceding the regulations were prepared by the editors from the comments and analysis provided by DHEW in the **Federal Register**. The questions and answers do not cover every aspect of the regulations, but are provided only to alert administrators to general areas covered by the regulations. It is suggested that before institutional policies are formulated, the responsible administrator read the entire regulations and analysis published in the **Federal Register.**

QUESTIONS AND ANSWERS

Q. Who must comply with these regulations?

A. Every recipient of Federal financial assistance.

Q. If an institution is required to comply with Title IX, are they also required to comply with these regulations?

A. Yes. In fact, the wording of these regulations and the actions required on the part of schools and colleges closely parallels that of the Title IX regulations.

Q. How is a handicapped person defined?

A. Section 84.3(j) defines a handicapped person as one who, (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. The terms used in this definition are further defined in the regulations.

Q. Would persons disadvantaged by environment, culture or economics be classified as handicapped?

A. No. The definition only includes physical or mental impairments. Individuals not covered under the regulations include those who have prison records, or who are homosexual, and other nonphysical or nonmental handicaps. Of course, if a homosexual also had a physical or mental impairment, then he/she would be covered under the regulations.

Q. Are drug addicts and alcoholics considered as handicapped persons?

A. Yes.

Q. Since drug addicts and alcoholics are handicapped persons, may disciplinary action be taken against them if they violate rules pertaining to the use or possession of drugs and alcohol?

A. Neither rules prohibiting the use or possession of drugs and alcohol nor their application to drug addicts or alcoholics is prohibited by the regulations, provided the rules are enforced evenly with respect to all students.

Q. Do the regulations require institutions to take any specific actions?

A. Yes. **First**, each school or college must conduct a self-evaluation similar to that conducted under Title IX except that reasonable efforts must be made to include handicapped persons in the group making the self-evaluation. **Second**, each school or college must designate an individual to coordinate efforts to overcome discrimination on the basis of handicap and adopt a grievance procedure to hear alleged complaints. **Third**, every school or college which is a recipient must take "appropriate initial and continuing" steps to notify participants and other interested parties that it does not discriminate.

This special report is issued as a supplement to the April, 1977 issue of The School Student and The Courts, and the June, 1977 issue of The College Student and The Courts, published by College Administration Publications, Inc., P.O. Box 8492, Asheville, NC 28804. Telephone (704) 252-0683.

Q. Do the regulations cover employees as well as students?

A. Yes.

Q. How can handicapped persons be employed to perform normal tasks?

A. The regulations require that schools and colleges make "reasonable accommodations" to the known physical or mental limitations of handicapped applicants or employees unless the recipient can demonstrate that the accommodations would impose an undue hardship on the operation of its program.

Q. What does "reasonable accommodations" mean?

A. Making facilities used by employees readily accessible to and usable by handicapped persons and job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and similar actions.

Q. Must all programs of an institution be accessible to handicapped students?

A. Yes, "when viewed in its entirety" all programs operated by a recipient must be accessible to handicapped persons.

Q. What does it mean to say "when viewed in its entirety"?

A. Because many existing facilities are not now accessible to handicapped persons, classes and services may be rescheduled or moved to accessible buildings. However, priority must be given to providing programs and services in the most integrated setting. The emphasis of the regulations throughout is to "mainstream" handicapped persons.

Q. How soon must program accessibility be achieved?

A. Program accessibility must be achieved **within sixty days** unless structural changes to existing facilities are necessary. If structural changes are required, they must be made **within three years**, but as expeditiously as possible.

Q. What about the accessibility of new buildings?

A. All buildings which are constructed after the effective date of these regulations must be readily accessible to handicapped persons. Standards for making buildings accessible can be obtained from the American National Standards Institute, Inc., and all new construction must conform to those guidelines.

Q. What about alterations to existing facilities?

A. Alterations that affect the usability of the facility shall to the maximum extent feasible, be altered so that the altered portion is readily accessible and usable by handicapped persons.

Q. Are there separate requirements for preschool, elementary and secondary schools?

A. Yes. Subpart D contains specific regulations for preschools, elementary and secondary schools and includes sections pertaining to Free Appropriate Public Education, Educational Setting, Evaluation and Placement, Nonacademic Services, Procedural Safeguards, Preschool and Adult Education Programs and Private Education Programs.

Q. Do the regulations recognize programs developed in accordance with the Education of the Handicapped Act?

A. Yes, such programs are a means of meeting the standards established under the "Appropriate Education" section applicable to public elementary and secondary schools.

Q. Are there also separate sections pertaining to higher education?

A. Yes. Subpart E applies specifically to post secondary education and covers Admissions and Recruiting, Treatment of Students, Academic Adjustments, Housing, Financial Aid and Employment Assistance, and Nonacademic Services. These sections read much like Title IX regulations.

Q. What sorts of academic adjustments do the regulations require?

A. The regulations do not intend any weakening of academic standards but would require, for instance, that a blind student be able to substitute a music appreciation course for an art appreciation course or visa versa for a deaf student.

Q. Would University hospitals or other University-operated health facilities be covered under the regulations?

A. Yes. Subpart F applies to recipients that operate health, welfare and social service programs.

Additional information may be obtained from:

Mr. John Wodatch, Director
Office of New Programs
Office for Civil Rights
Department of Health, Education and Welfare
Washington, D.C., 20201

SUMMARY OF SPECIFIC ACTIONS REQUIRED OF INSTITUTIONS AND DATES FOR COMPLETION

Required Action	Deadline Dates
1. Programs must be accessible to handicapped students (Section 84.22(d)).	Within 60 days of the effective date unless structural changes are required. (August 2, 1977).
2. Make an initial notice that the institution does not discriminate on the basis of handicap. (Section 84.8(a)).	Within 90 days of the effective date. (September 1, 1977).
3. Have developed a "transition plan" outlining structural changes necessary to achieve program accessibility. (Section 84.22(d)).	Within six months of the effective date (December 3, 1977).
4. Complete a self-evaluation similar to Title IX.*	Within one year of the effective date (June 3, 1978).
5. Complete structural changes necessary to achieve program accessibility (Section 84.22(d)).	Within three years of the effective date (June 3, 1980) but as expeditiously as possible.

*Records of the self-evaluation must be maintained for a period of three years from the date of completion of the study. These records must be open to public inspection and made available to the Director of OCR upon request (Section 84.6 (c)(2)).

Section I

GENERAL

GENERAL

SECTION I

1.0 STATEWIDE ADMINISTRATION

The program for the handicapped is a statewide program coordinated by the College Chancellor's Office.

56048. (1) STATE SPECIALIST. One or more State Specialists shall be employed by the Chancellor's Office to effect statewide coordination and facilitate services and programs for the students with exceptional needs.

1.01 The specialists are available to serve as a resource and to provide assistance to the colleges. They are the primary contact in the Chancellor's Office and can provide information and intrepretations regarding relevant regulations. They will collect and disseminate information, review requests for program approvals and provide general information relative to the needs of the handicapped.

56008. REGIONAL, STATE AND FEDERAL COORDINATION. Faculty and staff from the districts with competencies in specific areas may be requested by the Chancellor's Office to assist in management and accountability tasks, including processing appropriate data required for reports.

(a) Data for regional, state and federal needs assessments and resource surveys pertaining to direct cost services and programs shall be requested from various colleges and districts, and shall be provided by their respective administrators.

(b) As a means of enhancing network communications and coordination, the Chancellor and the Director of Rehabilitation shall develop such task forces as they jointly deem necessary to implement the provisions of this chapter.

(c) The cost of activities specified in this section may be charged to Program Developmental Services as defined in Section 56026 (f).

1.0.2 Personnel from the districts may be requested by a specialist or other personnel in the Chancellor's Office to assist in regional, state and federal coordination. The most typical kind of assistance requested would be one of providing data necessary to statewide program evaluation and coordination. Such requests might also include the participation of district personnel in special task forces, study groups, inservice training, program development, and special projects. When data is requested, it is imperative that the colleges and districts provide that data in a timely manner to facilitate both statewide and local program administration.

1.0.3 A task force developed by the Chancellor and the Director of Rehabilitation has already met and determined that 5% of the direct excess cost made available by AB77 shall be used for program developmental services for the school year 1977-78. This is not a permanent percentage, but will be established for each subsequent school year.

1.0.4 Section 56008 states that the cost of the activities specified in that section may be charged to program developmental services. The reference to Section 56026 (f) defines program developmental services as expenditures for college, regional and statewide activities for staff and program development which are approved by the Chancellor's Office and designed to implement these regulations. Colleges may budget a percentage of their total budget to be used for program developmental services, using guidelines as established by the Chancellor's Office.

The purpose of the program developmental services category is to provide a means by which the colleges may be reimbursed for their costs as incurred when complying with the provisions of 56008.

56040. ALLOCATION. Allocation is the total amount available in a fiscal year for all Community College Districts and the State in accordance with the formula specified in Section 17303.6 (b) of the Education Code.

1.0.5 The Chancellor's Office will advise the colleges prior to each school year regarding the total amount available for allocation during that coming school year.

56088. APPLICATIONS EXCEEDING STATE ALLOCATIONS. In the event that applications for apportionment exceeds state funds statutorily available, the Chancellor shall apportion the statutorily available funds among Community College districts applying for such funds in accordance with guidelines established by the Chancellor and the Director of Rehabilitation, and approved by the Board of Governors.

1.0.6 In the event that the allocation available under Education Code Section 17303.6 (b) is less than the total amount claimed by the colleges, the Chancellor will apportion those funds available in accordance with established guidelines. These guidelines may provide that each college gets the same pro-rata share of funds available. On the other hand, more complex guidelines may be developed based upon statewide needs assessments regarding students. Final advisement regarding the availability of funds will be received by the colleges from the Chancellor's Office, each year, immediately following the analysis of statewide student census data.

1.1 LOCAL ADMINISTRATION

Each college/district must develop a plan for the administration of their program for the handicapped. Responsible administrators and specialists should be designated and other resource personnel identified.

56048. (a) DISTRICT COORDINATOR. (2) One or more coordinators shall be designated by the district to coordinate activities in handicapped programs. (3) ***College Specialist.*** *Each participating Community College shall designate one or more certificated employees as College Specialists to plan, develop, and coordinate; and who may also administer services and programs for students. A College Specialist may be designated as a District Coordinator.*

1.1.1 One or more persons shall be designated by each district as the district coordinator. Note that a college specialist may be designated as a district coordinator. Essentially, the college specialist is that special resource person (credentialed) on campus who enables services and programs for the handicapped. It is recommended that position descriptions be developed for both the district coordinator and college specialist positions. These may be incorporated in the annual comprehensive plan. Note that any person designated as a college specialist shall be a certificated employee of that college.

56048 (b) Depending upon the nature of services and programs needed by a Community College or a Community College District, the following positions may be established: (1) ***Instructional Specialists.*** *Each participating Community College or Community College District may designate one or more Instructional Specialist who shall be credentialed instructors, and in the specific disability area for which services are provided. (2)* ***Other Support Staff.*** *Each Community College or Community College District may employ other Support Staff, which includes, but need not be limited to, paraprofessionals, peer counselors, student assistants, instructional and non-instructional aides, interpreters, and other "specially assigned assistants".*

Supportive Staff shall function in accordance with existing professional standards and shall be under the supervision of persons certificated, licensed or credentialed in the area for which services are provided.

1.1.2 Based upon the complexities of the programs developed by the individual colleges, these regulations provide for the employment of instructional specialists and other support staff as needed to provide services and programs for the handicapped. It is recommended that position descriptions be developed for instructional specialists and other support staff. These may be incorporated in the annual comprehensive plan.

1.1.3 The first paragraph of Section 56048 states "each professional faculty or staff member shall be required to have a valid community college credential which is appropriate for the services being provided." The Chancellor's Office is responsible to develop standards for professional personnel providing services and programs for the handicapped. When those standards are developed they shall be disseminated to the various colleges. Where no standard exists, requirements will be met in accordance with applicable regulations, education code, and district policies and procedures.

56036. COOPERATIVE AGREEMENTS. Cooperative Agreements are agreements among Community Colleges or districts and other agencies or organizations for sharing equipment, facilities, staff and other resources in order to provide comprehensive support services and programs for students with exceptional needs.

1.1.4 Services and programs for the handicapped are often more costly than those services and program provided to other students. It is for this reason that direct excess cost funds are made available to the colleges to help offset these costs. It is imperative that colleges work with other agencies or organizations to share resources, to help ameliorate the costs in providing such services and programs. Maintain examples of agreements, to be provided, in the appendix.

56008. REGIONAL, STATE AND FEDERAL COORDINATION. Faculty and staff from the districts with competencies in specific areas may be requested by the Chancellor's Office to assist in management and accountability tasks, including processing appropriate data for required reports.

1.1.5 Request for assistance will normally be directed to the district coordinators and/or college specialists. However, there may be other personnel in the district with specific competencies which make them more appropriate to respond to those requests. It is reasonable to expect that the district coordinator will be responsible to see that these requests for assistance are responded in a timely manner and with the assistance of those personnel within the district most appropriate. Where such requests cause the college/district to incur costs, those costs may be reimbursed upon approval of the Chancellor's Office under program developmental services.

56038. ADVOCACY. Advocacy is activity directed towards establishing equal educational opportunity for students with exceptional needs.

1.1.6 One of the most important functions of any professional engaged in providing services and programs for the handicapped is that of advocacy. Webster's *New Collegiate Dictionary* defines 'to advocate' as ". .. one that pleads the cause of another; . . . one that defends or maintains a cause or proposal." The dictionary adds "to plead in favor of." Providing equal educational opportunities for the handicapped is a cause. The primary need for advocacy is to promote an understanding regarding the needs of the handicapped and to make available the resources necessary to meet those needs.

56056. ADVISORY COMMITTEE. Each college or district which provides services or programs for which the district receives direct excess cost funds shall establish an advisory committee. The advisory committee shall be composed of representatives of appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs.

1.1.7 The establishment of an advisory committee is not unique to, the colleges. Vocational Education, as an example, has used advisory committees extensively. District coordinators would do well to discuss the concept, establishment, and purpose of advisory committes with an appropriate Vocational Education administrator.

The purpose of the advisory committee is to provide counsel to the district regarding the needs of the handicapped. Individual members may prove to be a valuable resource in conducting needs assessment, in planning and development of services and programs, and in some cases will have resources available to share with the college or district to meet the needs of students.

Advisory committee members should receive a complete orientation of all applicable regulations regarding those services and programs now available to students. They should have an opportunity to meet those personnel working with the handicapped and to view the facilities and other resources available to those students.

The configuration (size and make-up) should be in accordance with the nature of services and programs being provided to students. We recommend an active committee with a size that is manage-able. The committee should represent appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs. If one were going into an important new area, then one or more advisory committee members with expertise in that area is desirable. Client (student) participation is most desirable.

Advisory committees should be established annually in accordance with district policy. The comprehensive plan would help accomplish this certification.

56058. PLANNING. The Community College District Master Plan, as provided for in Section 55402 of this Part, shall include planning for supportive services and programs for students with exceptional needs. Space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction provided for in the Education Code, Section 20066.

1.1.8 Based upon the Education Code requirements, each district is required to submit a five year plan annually. The district coordinator should be a participant in the development of the five year plan, to the extent that the coordinator ensures that planning for supportive services and programs for students with exceptional needs is included. Also, the coordinator should ensure that space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction.

1.2 REGULATIONS

The following list is intended to provide a summary of the major regulations affecting postsecondary education for the handicapped. The list is not all inclusive, and professionals working in the field of postsecondary education for the handicapped should be continually aware of legislation and regulations that have an impact upon their activities.

1.2.1 The Lanterman Bill (AB77), chapter 275 of the statutes of 1976.

This bill was approved by the Governor on June 25th, 1976. It amended education Code Sections 17303.6, 17402, and 17407. It added to Sections 18151, and 25502.1 to 25506.2. It repealed the old section 18151. The following quotation from the act expresses, in part, intent. "The legislature finds and declares that Community Colleges provide a valuable educational and training resource for many individuals with exceptional needs, and that the existing funding structure of state support for these persons needs revision . . . . This act is intended to enhance opportunities within Community Colleges for handicapped students, but not to limit such students as to the type of postsecondary institution, if any, they attend. It is the further intent of the legislature that individuals with exceptional needs be placed in regular education programs when special educational services are no longer required."

1.2.2 The California Community College Administrative Code Title 5, Chapter I. (Divisions 7, Part VI, regulations as adopted by the California Community Colleges Board of Governors on February 25th, 1977).

These Title 5 regulations are the primary basis upon which this manual has been developed. Colleges must be in compliance with Title 5 regulations. The following compliance check list is provided to assist you in this regard. You may also wish to refer to this check list when developing your college comprehensive plan.

a. Section 56002. Support services and programs shall not be provided if or when they are not facilitating measurable progress.

b. Section 56002. All activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs.

c. Section 56002. The college, *in concert with the student*, shall determine that suport services in regular classes are not adequate to meet the particular student's needs.

d. Section 56004. Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.

e. Section 56004. Participation in any aspect of the supportive services and programs shall be voluntary.

f. Section 56004. Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

g. Section 56004. The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

h. Section 56006. No program or course shall be denied a student without due consideration of the student's potential and abilities and the additional assistance provided by adaptive or sensory aides or other supportive services or programs.

i. Section 56010. Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.

j. Section 56019. A professionally verified physical, communication or learning disability shall mean a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate community college upon request but need not be maintained at such college.

k. Section 56048.

   1) Assessment of the student's educational competency and needs shall be made by the specialist which is appropriate for the services being provided.
   2) The following positions shall be established: District Coordinator; College Specialist.
   3) If Instructional Specialist(s) are employed they shall be credentialed instructors.
   4) If support staff are employed they shall be under the supervision of persons certificated.

l. Section 56064. Each college shall develop a plan for relevant and effective inservice training.

m. Section 56056. Each college or district shall establish an advisory committee.

n. Section 56058. The Community College District Master Plan shall include planning for supportive services and programs for handicapped students.

o. Section 56060.

   1) Assessment of the student's educational competency and needs shall be made by the special instructor(s).
   2) If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter.
   3) Each individual educational plan should specifically include:
      a) Assessment tools.
      b) Description of the courses, programs or activities in which the student will be engaged.
      c) Recommendations for instructional materials and equipment.
      d) Description of monitoring devices or procedures which assess competency.
      e) Evidence of measurable improvement at the conclusion of each semester.

p. Section 56062. Each college shall submit to the Chancellor's Office, on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs (CCC-SS-1, May and October).

q. Section 56064. A college comprehensive plan shall be submitted on or before May 1st of each year.

r. Section 56066.

   1) Each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation.
   2) Each Community College district utilizing direct excess cost funds shall participate in a statewide evaluation.

s. Section 56084. Districts must certify that reasonable efforts have been made to secure federal or local funds.

1.2.3 The rehabilitation Act of 1973, PL93-112, Section 504. No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

1.2.4 Assembly Concurrent Resolution #201. This ACR was filed with the Secretary of State, September 13th, 1976. It states, in part: "Resolved by the Assembly of the State of California, the Senate thereof concurring, that — the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, the underrepresentation of handicapped students in the makeup of the student bodies—and to submit such plan to the California Postsecondary Education Committee on or before July 1st, 1977."

1.2.5 The Fair Employment Practice Act. Chapter 121, Part 4.5, Division 2, Labor Code. Section 1411 states, "It is hereby declared as the public policy of this state that it is necessary to protect and safeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination or abridgement on account of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, or sex."

1.2.6 Architectural Barriers. A new part E was added to Title VII of the Higher Education Amendments of 1976. Part E authorizes grants and loans to institutions of higher education to:

(1) Economize on use of energy,

(2) Bring facilities into conformance with the Architectural Barriers Act of 1968 (making facilities accessible to the handicapped),

(3) Bring facilities into conformance with health, safety, and environmental protection requirements mandated by Federal, State and local law. HEW (Health, Education and Welfare) Secretary Joseph Califano signed the 504 regulations which mandate the removal of Architectural barriers on all college and university campuses receiving federal funds. The directive states that the removal of these barriers is to be accomplished within three years.

Section II

STUDENT PARTICIPATION

STUDENT PARTICIPATION

SECTION II

2.0 STUDENT RIGHTS

The Title 5 regulations, Section 504 of the Rehabilitation Act of 1973, and other applicable regulations afford to handicapped students certain rights. There is a need to be aware of these rights, and there is a need to facilitate these rights being realized by the student.

56004. PARTICIPATION. Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.

Participation in any aspect of the supportive services and programs shall be voluntary. Each Community College district shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

2.0.1 It is important to ensure that a student's participation in special services and programs does not preclude his participation in all regular services and programs made available to the general college community. If a specialist is helping a student to find employment, this does not lessen the responsibility of the placement office to do the same. If a student is receiving advisement by a specialist, this does not mean that student cannot also avail himself or herself of the services of a college counselor. It is the spirit and the intent of these regulations that all students participate in regular services and programs insofar as possible. It is only where the individual need is not being met, that special services and programs should be provided. This is important not only from a cost standpoint, but also from a developmental standpoint.

2.0.2 It is important to note that a student's participation in special services and programs is, at all times, voluntary. A student may not be "required" to participate in special supportive services and programs, and he or she must be made aware of this right. Later in this manual there is a need to document the student's voluntary participation in special supportive services and programs.

2.0.3 You must facilitate an awareness of supportive services programs among the general college community. Just having them available is of little use unless this awareness is created. A few suggested means of facilitating this awareness are as follows:

a. Newsletters. The college specialist may send, periodically, newsletters to college staff and to target populations.

b. The campus newspaper is a good vehicle for informing the population of ongoing programs, and especially lends itself to announcing new supportive services and programs.

c. Brochures may be developed describing the full range of supportive services and programs available to students. These brochures may be distributed widely to interested individuals, agencies, client organizations, and to the general student population.

d. College specialists and other personnel might want to attend division staff meetings as a means of informing the faculty regarding supportive services and programs.

e. Similarly, the counseling staff should be, at all times, aware of the supportive services and programs available for students.

f. Press releases may be sent out to community newspapers. The use of press releases should be coordinated with the appropriate district administrator. Many districts have public information officers who would be of assistance in this regard.

g. The advisory committee should be kept abreast of all supportive services and programs. They could be given materials that will assist in the dissemination of information regarding services and programs.

h. Inservice training of faculty and classified staff as well as administrators is an excellent means of making the college community aware of these services and programs.

i. Many colleges begin each year with an orientation session for all certificated personnel; at times classified personnel are also included. The district coordinator and/or college specialist might check with the appropriate college administrator to have made available to them a few minutes to describe the supportive services and programs for the handicapped at this orientation session.

j. An important aspect of program coordination is articulation. The need for articulation is both external (off campus) and internal (on campus). Internally, we communicate with all segments of the college to make them aware of our services and programs. We involve them in our planning. We coordinate our efforts with them, and provide both resource and support to them in the delivery of supportive services and programs. Externally, the same need exists for us to work with community organizations, agencies (both public and private), client organizations, and other individuals and agencies who need to have an awareness of our services and programs for the handicapped.

2.0.4 Section 56004 specifically states that students shall not continue participation in services and programs beyond the time when such services and programs are required to meet the educational needs of the individual. This is in keeping with Assembly Bill 77 (Chapter 275 of 1976) which states "It is the further intent of the legislature that individuals with exceptional needs shall be placed in regular education programs available to the handicapped. It is only those students who cannot benefit from the regular classes, activities and services due to the physical, communication or learning disability, that shall be provided special supportive services and programs." The spirit of the legislation is that students will be integrated into the regular classes and programs of the college when those regular services and programs are sufficient to meet the educational needs of the individual.

56006. STUDENT RIGHTS. Students aided under this chapter are guaranteed freedom of choice, equal access to all activities and courses offered by the colleges, the right to privacy, the right to review personal information and records, and all other rights available to the general college population.

No program or course shall be denied a student without due consideration of the students potential and abilities and the additional consideration of the adaptive or sensory aides or other supportive services or programs.

2.0.5 There are many "rights" expressed in the above two paragraphs.

a. Students are guaranteed freedom of choice. In order to have freedom of choice one must know the alternatives available. Therefore, we have an obligation to provide each student with advisement regarding the alternatives available, and the student is free to choose that alternative which best meets an individual need. This is also another way of expressing the fact that these students participation is voluntary.

b. The student is guaranteed equal access to all activities and courses offered by the colleges. This simply means that anything that is available to any other student shall be accessible to the handicapped. Accessibility covers a broad spectrum. Some things may be accessible but not "equally" so. Therefore, we eliminate architectural barriers. We develop positive attitudes among college personnel. We provide supportive services when necessary to make activities and courses accessible.

c. Students are guaranteed the right to privacy, and this right is guaranteed all students in the California Community colleges. Coordinators and specialists should be aware of student's rights; they can obtain this information from appropriate district/college administrators. Since much of the information that may be maintained on a handicapped student is very personal and could be sensitive, extraordinary care must be exercised regarding his/her rights to privacy.

d. The student is guaranteed the right to review personal information and records. Coordinators, specialists, instructional specialists and other personnel who maintain personal information, records and files on handicapped students, must make this information and these files available to the handicapped student upon his/her request.

e. The first paragraph of Section 56006 states that students are guaranteed all other rights available to the general college population. This again, is in keeping with the intent and spirit of legislation which states the right of the student to equal access to all college services and programs.

f. No program or course should be denied a student without due consideration . . . . Students are guaranteed the right of participation. Therefore, the student cannot be told he may not participate until all possible means of enabling that participation have been considered. We must provide for equal accessibility. We must recognize that the student has the same right to "attempt" any course that any other student has, and that in fact, all students have the right to fail.

2.1 STUDENT ELIGIBILITY

The handicapped student has the same rights as all students to participate in classes, activities and other college programs. However, the right to participate in the supportive services and programs provided for handicapped students, under this chapter, is dependent upon certain eligibility criteria being met.

*56016. **HANDICAPPED STUDENTS.** Handicapped students are persons with exceptional needs enrolled at a Community College who, because of a professional verified physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the Community College without specific additional support services and programs. However, in this chapter the term "students" is used, such reference shall be deemed to mean handicapped students.*

2.1.1 Our major purpose is to integrate these students into the mainstream of college activity. Students should participate in the regular classes, activities and services unless they cannot succeed without specific additional support services and programs. If they participate in special support services and programs for the handicapped, they must meet certain eligibility requirements to enable the college to claim direct excess cost under these regulations.

*56018. **SEVERELY DISABLED STUDENT.** A severely disabled student is a handicapped student who, because of extensive or multiple disability, cannot achieve full academic, vocational, or social potential without the use of substantially higher—cost special classes, programs, or supportive services.*

2.1.2 Up to $785.00 per student served is allowable for reimbursement to a district for direct excess cost for a handicapped student. Amounts up to $1,570.00 may be claimed for the severly disabled student. However, to claim the higher amount requires the recommendation of the Director of the State of California Department of Rehabilitation (See Section 56082 Paragraph c). It is recommended that before planning to use the amounts available for severely disabled students, you first consult with a specialist at the Chancellor's Office.

*56019. **PROFESSIONALLY VERIFIED DISABILITY.** A professionally verified physical, communication or learning disability means a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting affects of the disability. The records must be available to the appropriate Community College upon request but need not be maintained at such college.*

2.1.3 Students served under these regulations must have a professionally verified disability to enable the college to claim direct excess cost funds for the supportive services and programs provided that student. The professional verification (certification) must include:

a. Identification of disability. The disability must be identified as a physical, communication or learning disability as defined.

b. It must describe the degree and progressional factor. To what extent does a physical, communication or learning disability exist. How limiting is the disability and is it worsening, improving or stabilized?

We need to know the extent to which the disability is limiting to enable us to properly prescribe supportive services and programs which will enhance the student's probability of educational achievement.

2.1.4 There must exist a certification of the disability for a college to claim direct excess cost for students served under this chapter. That certification must be available to the college but need not be maintained by the college. The certification must include that information as described in Section 56019. Generally, the professionals serving the student will want this information available to enable them to properly prescribe a recommended course of action. However, it is not required as long as that certification is available to the college upon request. The following factors should be considered regarding certification of disability.

a. There may be appropriate personnel on campus, properly certified and/or licensed as physicians, physchologists, audiologist, speech pathologists or other appropriate personnel to develop the certification. If not, and considering the high costs of these professional services, other alternatives are available.

b. There are many instances where the information has already been fully developed and is available. Where a student comes from the secondary school system, check with that former secondary school to see if information on the disability is in the school's file and may be made available. Similarly, students who are agency clients, such as the Department of Rehabilitation or the Regional Center for the Developmentally Disabled, may also have information regarding that disability on file that is available. We must recognize that many students have already been "diagnosed to death", and that continuing to repeat the process of certification is not only costly but also could be demoralizing to the individual. Check to see if the information is already there and available. Of course, information received may not be sufficient, and additional information will be required.

c. There do exist agencies within the community who may provide the information necessary to certify a professionally verified disability. A student may already be a client of such an agency and that information may be requested. If the student is not a client of the appropriate agency, refer the student to that agency to achieve client status. The agency more than likely will do the necessary diagnostic work in order to confirm client status. This would then provide the information needed for certification. This would include such agencies as the Department of Rehabilitation and Regional Center. It might also include free public health clinics and mental health agencies. Consider also the individual's private physician. The physician might be able to provide all the information needed. We must remember to work with these agencies in order to conserve resources and to promote the cooperation needed among all persons serving the handicapped.

d. Where it is apparent that professional verification of a disability is available, college specialists may have the student sign a release, authorizing the individual or agency to release information that is psychological, psychiatric, medical or educational in nature. If there is no need to have that information on file, at least have on file a signed release or other means of assuring that the information will be made available upon request. Remember, a professionally verified disability is necessary to enable a claim for direct excess cost on a student being served. This information need not be maintained at the college, but must be available to the college upon request.

2.1.5 There are three handicapping conditions covered by the regulations. They are physical disability, communication disability, and learning disability. A student is eligible for special supportive services and programs, and the college is eligible for direct excess cost reimbursement, if the disabling condition falls within one of these three disability areas, as defined.

*56020. **PHYSICAL DISABILITY**. Physical disability means a disability attributed to vision, mobility, orthopedic or other health impairments.*

(a) VISUAL LIMITATION means blindness or partially sighted to the degree that it:

(1) Impedes the learning process and

    (2) *Necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.*

(b) ***MOBILITY AND ORTHOPEDIC LIMITATION** means a serious limitation in locomotion or motor functions which indicate a need for one or more of the services or programs as described in sections 56030 and 56032 of this chapter.*

(c) ***OTHER HEALTH LIMITATION** means a serious dysfunction of a body part or process which necessitates the use of one or more of the supportive services or programs described in Section 56030 and 56032 of this chapter.*

***56022. COMMUNICATION DISABILITY.** Communication disability means a limitation in the processes of speech, language or hearing.*

(a) ***HEARING LIMITATION** means a loss of hearing function which:*

    (1) *Impedes the learning process or acquisition of speech and language and;*

    (2) *Which necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.*

(b) *Speech and language limitation refers to one or more speech-language disorders of hearing, voice, articulation, rhythm, and/or the receptive and expressive processes of language to the degree that it:*

    (1) *Interferes with communication, education, and social interactions; and*

    (2) *Necessitates procurement of supportive services or programs as enumerated in Sections 56030 and 56032 of this chapter.*

***56024. LEARNING DISABILITY.** Learning disability refers to students with exceptional learning needs who have neurological, biochemical or developmental limitations. These limitations result from atypical perception, cognition or response to environmental stimuli, manifested by inadequate ability to manipulate educational symbols in an expected manner. Typical limitations include inadequate ability to listen, speak, read, write, spell, concentrate, remember, or do computation. These students demonstrate a significant discrepancy between their achievement and potential levels because of one or more of the following:*

(a) ***Neurological limitation** refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of genetic aberrations, disease, birth complications, traumatic brain insult, or poor nutrition. These conditions may range from mild to severe and are associated with deviation of the function of the central nervous system.*

(b) ***Biochemical limitation** refers to the exceptional learning needs of a student average academic potential. Their learning needs are a result of excesses or depletions of hormonal, neurochemical or metabolic substances associated with diminished motoric, perceptual or cognitive capabilities.*

(c) ***Developmental limitations** refers to:*

    (1) *Exceptional learning needs of a student with average academic potential. Their learning needs are a result of delayed educational development, incurred through maturational delay and/or any combination of limitations described in sub sections (a) and (b) above.*

    (2) *Exceptional learning needs of a student who has limited learning potential, with substantial and or severe functional limitations and whose limitations can be expected to continue indefinitely.*

2.1.6 Remember that supportive services and programs for the handicapped, in order to be eligible for direct excess cost reimbursement, will be provided only for those students who cannot succeed in regular education classes, activities and services without such supportive services and programs. Also, that all students to be so eligible must have a professionally verified disability. This professional verification, including those factors itemized in 56019, gives the certification needed to claim direct excess cost funds. Direct excess cost funds may not be claimed for students who do not meet the eligibility requirements as defined in Sections 56016, 56018, 56019, 56020, 56022, 56024, and 56044.

56044. HANDICAPPED STUDENT ENROLLED. *A handicapped student enrolled is a handicapped student who is enrolled in three or more contact hours per week or three or more units of approved coordinated instruction systems (CIS) classes or programs.*

2.2 SUPPORTIVE SERVICES

56030. SUPPORTIVE SERVICES. *Supportive services are those services available to the students with physical, communication or learning limitations which are in addition to the regular services provided to all students. Such services enable the students to participate in the regular activities, programs and classes offered by the college. They may include, but need not be limited to, specific purpose counseling; special registration assistance; college orientation; specific assessment for academic, career or vocational planning and placement; special facilities; specific education materials, mobility, housing or transportation assistance; developing and maintaining attendant, reader and interpretor rosters; on-campus aides; equipment loan and repair; and other services appropriate to the student's particular needs as described in Sections 56020 through 56024 of this chapter.*

2.2.1 Supportive services are described as those services that are in addition to the regular services provided all students. The purpose of supportive services is to enable the student to participate in all regular activities, programs and classes offered by the college.

2.2.2 Essentially, the delivery of supportive services is dependent upon our ability to determine the individualized needs of each student. Many students will have no need for supportive services and are able (and prefer) to participate in the regular college classes and programs with no special assistance. However, where the needs exists, we must identify the support services needed by individual students to permit their integration into the regular mainstream of college activity. There are many ways to make such a determination. The following is but a limited list of some of the primary means available.

a. *Requests for services.* One means is to make known to the college community that supportive services are available. A procedure may be established whereby students in need of supportive services may contact the proper person to have those services delivered. There is a need, when services are requested, to verify that they are in fact required by the student.

b. *Interview.* Interview students to make a determination regarding the need for supportive services. If there is a large and relatively unknown student population this may not be a practical approach. A combination of other techniques available may be used.

c. *General survey.* Many colleges use a survey form listing the supportive services that are available to their students. The survey forms may be made available to students who want to request such services.

d. *Referral.* Students will often be referred by community agencies. These agencies can provide very valuable information as to the nature of supportive services required for the student to successfully compete in the college program. Also, if a proper job has been done in coordinating the program with the college staff, members of that staff will often refer students in need of specific supportive services.

e. The information received for certification purposes (professional disability verification) should provide information regarding the nature of supportive services required for that student.

f. *Trial and error.* Since our primary purpose is integration into the mainstream of college activity, there may be occasions where the best thing to do is have the student try. Where a student cannot make it on his or her own, this experience should provide information regarding the specific supportive services needed to succeed.

g. *Observation.* We often learn a great deal about people and their abilities to manage just by observing them in their daily activities. Be sensitive to the needs of the individual, and the observational technique will help make required supportive services known.

2.2.3 We have a need to forecast and plan to meet the needs of our students. Based upon our past experiences, observations and the advise of cognizant personnel, we should be able to make a reasonably good forecast regarding the kinds of supportive services that will be required. Essentially there are two types of forecasting techniques available to us.

a. *Historical Forecasting.* This is where we determine future needs based upon past experiences. If 20 students required special registration assistance the past school year and a 10% growth in student population is expected, we can forecast historically that 22 students may need pre-registration assistance this coming school year.

b. *Barometrical Forecasting.* We use barometrical forecasting when we have no past experience upon which we can forecast. This type of forecasting obviously is more difficult, as it requires us to make an educated guess regarding future need with no past experience upon which to base that guess. One way of dealing with this is to discuss the possibility of these needs with people who are aware of the needs of the handicapped. Another way is to collect empirical data from other community colleges and to forecast needs based upon their past experiences. In barometrical forecasting we get a feel for the current situation and make a guesstimate regarding the future.

Once we have completed our forecast regarding future needs for supportive services, we must plan for the delivery of those services. Delivery centers must be established and the activities of those delivery centers coordinated with your program. Delivery centers may be on-campus but may also be off-campus. When a student is referred to a delivery center, we should initiate a follow-up program to determine whether or not those services have been delivered to the student, and whether or not the student's needs for supportive services have been met.

2.2.4 Our major purpose is to enable the students participation in regular college activities. Providing supportive services will generally entail making resources available and coordinating the use of those resources. We must not only plan to have those resources available when needed, but we must also implement a delivery system and make sure that delivery system is maintained and meeting student needs.

2.2.5 We must always remember that participation is voluntary. If we prescribe certain supportive services and programs for the student, the student must agree to so participate. The student has the right to participate without our assistance, and this should be one of our objectives for all students. The professional who is 100% effective and successful in providing supportive services for the handicapped student may be the person who will have worked himself or herself out of a job.

56002. SUPPORTIVE SERVICES AND PROGRAMS. Support services and programs for students will focus on integrating them into the regular college programs or placement in economic or social areas in the community. Such services or programs shall not be provided if or when they are not facilitating measurable progress. These services and programs may include, but need not be limited to: assessment of basic skills and potential, prescriptive planning and instruction, support personnel and equipment, specific purpose counseling on group or individual basis, work preparation or training and job placement. In addition to support services and programs to meet the exceptional needs of students, all activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs. Before a student is assigned to special classes or programs, a college, in concert with the student, shall determine that support services and regular classes are not adequate to meet the particular student's needs.

2.2.6 Section 56002 states "such services or programs shall not be provided if or when they are not facilitating measurable progress." We must have a means of objectively evaluating each student's participation in order to demonstrate the extent to which progress is occurring. The term "measurable progress" at first glance seems rather difficult with which to cope. However, it is not as complex as it appears. If the student is progressing to the extent that that progress can be measured, then the intent of this chapter has been met. Essentially, the reason that we need to demonstrate measurable progress is that we are in the business of education. We must be able to demonstrate, objectively, that learning is occuring. Where a student does not demonstrate measurable progress from one evaluation period to another, that student's participation in the special supportive services and programs for the handicapped must be reassessed.

2.2.7 Perhaps one of the more important statements in Section 56002 is that which says "all activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs." This literally means that any activity and service available to the general student population must also be available to the handicapped student population. Secondly, if that which is provided to the regular student population is not sufficient to meet the needs of the handicapped student, then those services and activities shall be reasonably expanded upon so that those needs shall be met. Obviously, the concept of "reasonability" enters into this and remember that one of the major purposes of these regulations is to provide colleges with reimbursement for their direct excess costs incurred for providing supportive services and programs for the handicapped. We literally have in effect an affirmative action program for the handicapped where we may be required to go above and beyond ourselves in those activities and services made available to the regular college community.

2.2.8 Finally, we are reminded again that our first objective is to integrate the student into the regular college activities and programs. Before a student is assigned to special classes or programs it shall first be determined that support services in regular classes are not adequate to meet the particular student's needs.

2.3 INSTRUCTIONAL SERVICES

Program emphasis is to integrate students into the regular class offering. One of the primary duties of a college specialist is to enable students to so participate. This is, essentially, the purpose of supportive services. There will be students not yet ready for such integration, and whose exceptionalities require the establishment of 'special classes' to meet their education needs. Like supportive services and programs, the special class should focus on preparing the student for integration into the regular college program or placement in economic or social areas of the community.

Section 56002 of the regulations state . . . "Before a student is assigned to special classes or programs, the college, in concert with the student, shall determine that support services in regular classes are not adequate to meet the particular student's needs."

56032. ***SPECIAL CLASSES OR PROGRAMS.*** *Special Classes or Programs means prescribed special instruction for students with specific educational needs. Such classes and programs may also be designed.*

(a) for severely disabled students who cannot initially attend regular classes.

(b) To provide preparatory or supportive instruction to enable students to participate in activities provided for the general college population.

2.3.1 The careful reader will note that this section states special classes and programs are for students with specific educational needs and may also be designed for those students described in paragraphs (a) and (b).

Our business is education, and the regulations allow us to be responsive to the needs of individuals with exceptional needs. The regulations promote integration but permit exceptions based upon individual need. We cannot conclude that all communicatively disabled or all developmentally disabled are best served in special classes and programs. We must conclude what the needs of the individual are and prescribe the best (educational) course of action.

56034. ***PRESCRIPTIVE PLANNING AND INSTRUCTION.*** *Prescriptive Planning and instruction is an individual educational plan developed with the student which details those special classes and programs requested by the student, and which is designed to meet the specific needs of the student. The delivery of supportive services alone does not require developing a prescriptive plan.*

2.3.2 Before a student is assigned 'into' a special class or program, we:

- a. Develop an individual plan
- b. With the student
- c. Which details the special classes and programs
- d. And design it to meet the specific needs of the student.

This is prescriptive planning and instruction. It is not required for supportive services alone. Prescriptive planning is individualized educational planning (I.E.D.). The regulations clearly mandate the manner in which each I.E.D. will be developed.

56060. PROGRAM PLACEMENT AND INDIVIDUALIZED EDUCATIONAL PLANNING.

(a) Assessment of the student's educational competency and needs shall be made by the appropriately certified, licensed or credentialed special instructor(s) in conjuncetion with the student, other appropriate college staff, and professional persons from the community or other agencies that are working with the student.

If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter by designated specialists, certified, licensed or credentialed in the areas of physical, communication and learning disability, and after consultation with all appropriate professional persons working with the student.

(b) Each individual educational plan should specifically include:

- *(1) The academic and career assessment tools, if any, utilized to identify the competency level of the student upon enrollment.*
- *(2) A clear description of the courses, programs or activities the student will now engage in to improve academic or career competency.*
- *(3) Functional recommendations for the use of appropriate instructional materials and equipment.*
- *(4) A clear description of monitoring devices or procedures which assess improvement of competency based on the education program design being implemented.*
- *(5) Evidence of measurable improvement at the conclusion of each semester in which the student is enrolled.*

(c) Academic and career assessment is not a prerequisite to the delivery of supportive services such as parking, equipment loan, transportation or mobility assistance.

2.3.3 To develop an I.E.D. requires at least an adequate knowledge of student competency. This provides the basis for all subsequent planning. An assessment of student competency may include one or more of the following.

- a. A review of past educational experiences.
- b. A review of the professional disability verification.
- c. Academic assessment tools.
  - 1) Standardized tests
  - 2) Non-standardized tests
  - 3) Other
- d. Career assessment tools
- e. Observation.
- f. Consultation with other professionals (case conference) who are knowledgeable of the student.
- g. Interviewing parents and/or former teachers.
- h. Consultation with the student.

2.3.5 The I.E.D. will include a recommendation on materials and equipment that the student will need based upon the students functional requirements. Students may need paper and pencil, but due to an exceptionality, some students may need, to meet course/program objectives, a tape recorder, or portable brailler, or walker or other out of the ordinary materials and equipment.

2.3.6 Section 56004 of the regulations state, "... the student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual." Additionally, Section 56060 (f) (5) requires "evidence of measurable improvement . . . ." Paragraph (4) state that the I.E.D. will describe how this assessment of competency will be accomplished.

The same means by which we established competency initially are available to us to interim (in-process) assessment as well as terminal (at conclusion) assessments.

Remember that a student's participation is voluntary. When working with an I.E.D., remember also to review regulations Section 56006 (student rights) and 56002 (supportive service and programs).

56052. STUDENT/INSTRUCTOR RATIO. *By July 1, 1977, the Chancellor's Office, after consultation with college staff and students, shall establish student-instructor ratios for special classes addressing the specific needs of students. Deviations from these prescribed ratios shall require prior written approval from the Chancellor's Office.*

2.3.7 Ratios are important to the quality of instruction and to program costs. It is well to consider specifying ratios to be used in the college comprehensive plan. It is an important planning component and this would facilitate having exceptions to ratio standards approved.

Ratio standards will be incorporated in this manual as they become available.

2.4 COURSE APPROVALS.

Course descriptions are to be included in the College Comprehensive Plan for approval consideration. This does not negate the responsibility to follow other relevant approval procedures. One example is the Regional Adult and Vocational Eduction Council (RAVEC). This council, which every college participates on, establishes procedures for the approval of all Adult Education and Vocational Education courses. These councils were created by Assembly Bill 1821 (1975). Districts also have approval procedures and there are other state requirements. The Dean of Instruction is the best source of information on approval procedures.

Section III
IDENTIFICATION

IDENTIFICATION

SECTION III

3.0 PHILOSOPHY

The initial and most basic steps towards providing supportive services and programs for students is to appropriately and efficiently locate &, diagnose, and assess the handicapped students needs. An assessment of the disabilities and the potential of all students in the community served by the college is vital to sound planning. Identification involves a systematic process of identifying handicapped students; it involves making a determination regarding those students in need of supportive services and programs. It includes the utilization of official health and education records; the utilization of both standardized and non-standardized assessment tools; the utilization of instructor classified staff, medical and psychological practitioner recommendations and evaluations; the utilization of recommendations by community, county and state service agencies; and, the utilization of data to determine strengths and needs of students. Identification is directly related to the following definition taken from Section 56016 of the regulations.

Handicapped students are persons with exceptional needs enrolled at a community college who, because of a professionally verified, physical, communication or learning disability, cannot benefit from the regular education classes, activities and services provided by the community college without specific additional support services and programs.

3.1 PURPOSE OF IDENTIFICATION

When engaging in the identification process, we must remember:

3.1.1 There are students who cannot succeed in the regular college programs without the benefit of supportive services and programs, who need to be identified.

3.1.2 There are students in need of supportive services and programs but who prefer not to participate in them.

3.1.3 There are students who are qualified to participate without the benefit of supportive services and programs, and some of them are adamant about not wishing to be identified.

Therefore, it is our responsibility to identify those students who are in need of supportive services and programs, and to provide them with the *opportunity* to so participate.

3.2 RESPONSIBILITY

Specialists and facilitators of programs and services for students are not required to engage in specific diagnostic or assessment activities. Their responsibilities shall be in establishing, systematically, procedures for identification of students in need of supportive services and programs, and, in marshaling assessment resources and coordination of all such services for students when requested by those students.

3.3 IDENTIFICATION TECHNIQUES

When we speak of identification, our first concern is that of identifying students or potential students who are in need of supportive services and programs. There are two major techniques available. The first is that of self-identification. This is where we establish, systematically, a means by which those persons in need of supportive services and programs will identify themselves. The second is where we establish a process to systematically locate and identify the person in need of such services. The following is a discussion of methods available to facilitate one or both of these processes.

3.3.1 Community Awareness. We are charged with the responsibility of making the community aware of our programs for the handicapped. This was briefly discussed in an earlier section of this manual. Where the community of students and potential students are aware of the supportive services and programs available to them, the likelihood of their identifying themselves is greatly improved upon. Community awareness is facilitated by such means as news releases, radio and television spots, published brochures, through the advisory committee, through communications with community agencies servicing or cognizant of the handicapped population, the campus newspaper, bulletins, communications with college staff, inservice training and communication with student groups and associations.

3.3.2 **Referrals.** A referral system needs to be established both on-campus and off-campus. On-campus, all college personnel need to be aware of the program. However, awareness is not always sufficient in itself. There also is a need to establish a means by which referrals are to be made by college staff. The same is true off-campus where community agencies, organizations and individuals, aware of the program, are also made aware of how referrals are to be made.

3.3.3 **Resource identification.** There is a need to systematically identify those agencies, organizations and individuals in the community with whom an articulation program needs to be established. This would include government agencies such as the Department of Rehabilitation, The Regional Center for The Developmentally Disabled, the Employment Development Department, The Social Security Administration, The Veterans Administration, and the local Committee on Employment of the Handicapped. There are many community organizations representing persons with physical, communications and learning disabilities. These would include such organizations as the local chapter for the California Association for the Physical Handicapped, organizations for the deaf and blind, associations for retarded citizens and local associations of the California Association of Neurologically Handicapped Children. It would include such organizations as United Cerebral Palsy, Easter Seals, Goodwill industries, the secondary school system and Regional Occupational Programs. All of these agencies are potential resources. They have a keen awareness regarding specific needs of the handicapped. They will refer students in need of supportive services and programs. They can assist in needs assessment, resource identification and program planning. They are often in a position to share resources.

An intensive effort is necessary to identify the community agencies, organizations and individuals to have an effective, quality program to meet the needs of students.

3.3.4 **Accessibility.** One aspect of accessibility is that appropriate staff must be accessible to the handicapped population. Remember also that the regulations state that the regular college activities, classrooms and programs shall be made accessible to the handicapped. This does not mean accessible between 8 a.m. and 5 p.m. each day. This means that our concern for evening students should not and cannot be any less than it is for day students. Also, the regulations do not state that a student must be enrolled for credit. Among the eligibility requirements is Section 56044 which states, in part, "a handicapped student enrolled is a handicapped student who is enrolled in three or more contact hours per week...." This means that our concern for students who are non-credit but otherwise eligible should be no less than it is for credit students. We must be accessible to all eligible students who seek equal educational opportunities. This includes day students, evening students, summer term students, credit students, non-credit students, and students enrolled in 3 or more units of approved coordinated instruction systems, (Section 56044.)

3.4 NEEDS ASSESSMENT.

Another primary aspect of identification is the needs assessment. We have a need to identify the individual needs of the student, as well as those unmet needs within the community.

3.4.1 **Individual student needs assessment.** Assessing the needs of each individual student was previously discussed in Section 2.2 (Supportive Services.) Our responsibility is to enable the student to participate in community college programs. The student may be able to do so with little or no assistance. Where the student is unable to participate without special assistance, the student's needs must be assessed so that proper supportive services can be delivered to enable successful participation. Other students will not be able to participate in the regular college programs even with supportive services. Their individual needs must be determined to permit successful placement in an appropriate existing program or to provide data on needs not being met. Among the more important means available to you in conducting individual student needs assessment are the personal interview, referral source information, disability verification data, testing and records on previous educational experiences.

3.4.2 Community needs assessment. We need also to conduct an assessment to determine the community of need. That is, we must be aware of groups of individuals both within the community and on the college campus who have specific educational needs that are not being met. Some of these unmet needs will be identified during the individual student needs assessment process discussed in Section 3.4.1. The following are suggested means available to you for conducting a community needs assessment.

a. Involve the advisory committee in any community needs assessment. They, in effect, represent the community of handicapped persons. A sub-committee may be established in specific disability areas for needs assessment purposes. Each sub-committee could be chaired by an advisory committee member and include other personnel both cognizant and interested in the area which is subject to investigation.

b. One important aspect of community needs assessment is to work with community agencies and organizations. Most often they are aware of the needs that exist and are not being met and can also furnish excellent data regarding those needs essential for the planning process. The secondary school system, for example, can give detailed information regarding those students likely to come to the college. Public agencies such as the Department of Rehabilitation are well aware of educational needs and can provide very comprehensive data. Similarly, community organizations can be of great assistance and particularly those community organizations which serve specific disability groups. For instance, work with the local Association for Retarded Citizens. More than likely they can provide very definitive information on that disabled group in the community. They are aware of the needs of retarded citizens, their educational experiences, the numbers of persons with specific needs, their levels of functionability, their past educational experiences and the numbers of persons that might be expected to participate in a given program. Such organizations also are generally quite willing to assist in the planning process, and may also help in the sharing of resources to facilitate new program implementation.

c. Students enrolled at the college are also a very valuable source of information. By visiting with them in groups or by utilizing survey procedures one can discover needs of enrolled students that are unmet. They will also have an awareness of other persons in the community with unmet needs. Surveys conducted of secondary students, in cooperation with secondary education personnel, will provide valuable information regarding future enrollments of students and their needs.

d. Another method of community needs assessment is to seek out and interview cognizant persons. That is, individuals who work with and/or may be aware of the needs of persons with handicaps. On campus this may include such personnel as instructors, support services personnel, counselors, student body representatives, learning center and library personnel. In the community it may include the mayor, personnel of Parks and Recreation Department, university personnel, secondary personnel, and other individuals representing community agencies and organizations.

3.4.3 When a community needs assessment is conducted, essentially we are looking at a potential problem area. The purpose is to collect data which will permit reasonable assessment of the problem area and come to some conclusions regarding need. The essential ingredient is data. There are systematic assessment techniques which may prove of value. The following is a methodology one may employ.

a. *Identify the problem.* Certain needs may be suspected. First collect some preliminary data, sufficient to at least confirm those suspicions. Then give the problem definition. We cannot be expected to conduct a survey regarding all the needs of all the handicapped. Therefore, we must be definitive regarding the problem to limit our area of investigation to a reasonable depth and scope.

b. *Goal setting.* The investigation must be given direction at the onset. Therefore, we establish a goal to ascertain that which we expect to accomplish. This gives us a focal point and establishes the needed direction.

c. *Data needs.* Based upon the problem we have identified and the goal which we have set, we can identify the data that will need to be collected.

d. *Data source.* Knowing our data needs we identify those sources available to us where that data can most likely be acquired.

e. *Collection methodology.* Being aware of our data needs and the sources of data, we then develop our data collection techniques. An important aspect of data collection is to test collection techniques to make sure that they work. If a written instrument is used, test it out on several people to make sure that the written instrument is understood and gives the data sought. Also ensure that the data collected will be usable once received. If someone says that 10% of their students (secondary) intend to go to community college, this is of no value if the size of their total student population is not known. Make sure to get specific, usable data.

f. *Collection.* Implement your data collection techniques. Be sure to have established a follow-up procedure in support of these techniques to get all required data.

g. *Data synthesis.* A definition of data synthesis could simply be the boiling down of information into usable form. After we have collected the data, we put it into a workable format. This could include tabulations, computations, etc.

h. *Data analysis.* We realize our goal by analyzing the data collected on specific needs. If the data confirms the original suspicion of problem, it permits one to draft a statement of need which is the first step in the planning process.

Section IV

PLANNING

PLANNING

SECTION IV

4.0 PHILOSOPHY

All good educational planning begins with the needs assessment. This is the input needed to effect a plan for change. Given an adequate needs assessment, good planning begins with the establishment of desired outcomes. Desired outcome means simply "hoped for accomplishment". When we are aware of the problem, (needs assessment) and of the hoped for accomplishment, we can then plan to cause our desired outcomes to become reality.

Planning programs for students at the community college also involves locating, organizing and marshaling numerous resources (both on and off campus) and translating them into a proposed sequence of action. The college and the community provide many different and unique resources, populations, attitudes, personalities, strengths and weaknesses. Because of this diversity and the very nature of the community college, problems concerning planning must be approached and resolved differently on each campus.

Additionally, the planner must work within the limits of available resources and personal skills and competencies. Given the uniqueness and individuality of each college and community, there are skills and techniques which are helpful in planning any program. This section deals with the process of planning and provides basic information which may be applied to college programs.

4.1 PLANNING SPECIFICATIONS

A simple way to view planning is to consider it as a process of determining certain specifications. A complete plan contains the following specifications.

4.1.1 *Why*—a statement of interest, need, tendency or rationale.

4.1.2 *What*—a statement of which specifies what you will be doing; also known as an objective.

4.1.3 *Who*—a statement which specifies who should be doing what and to whom.

4.1.4 *When*—a statement which specifies the time parameters within which the "what" is to be accomplished.

4.1.5 *Where*—a statement which specifies the location of the activities.

4.1.6 *How*—a statement which proposes a strategy, scheme, outline or flow of events which will accomplish the what (objective).

4.2 SYSTEMATIC APPROACH

A systematic approach to planning will contain at least the following elements. A flow chart depicting a total planning process is on page 4.2.

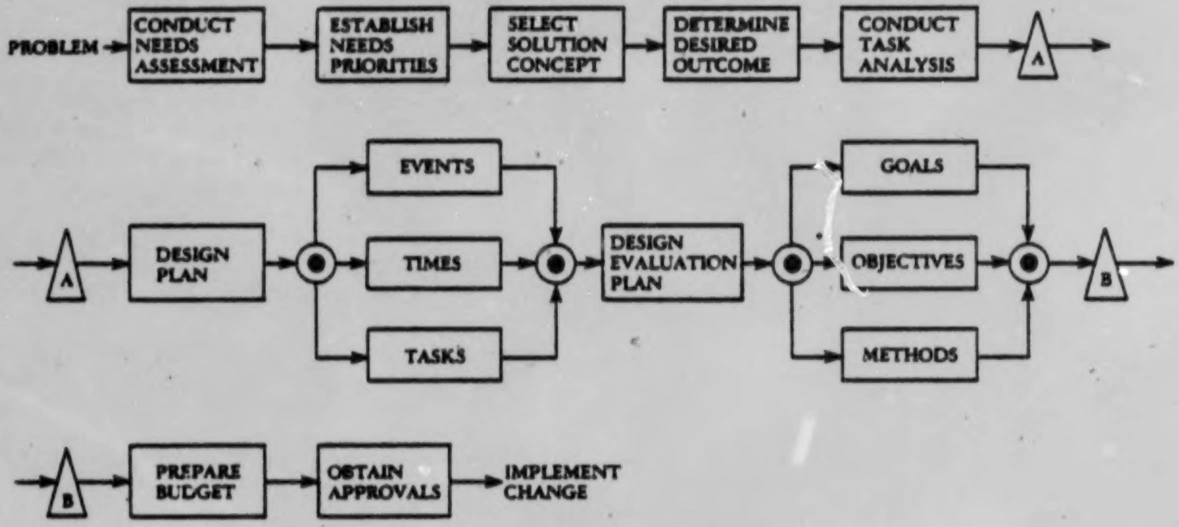
4.2.1. Statement of need. The statement of need has been previously discussed in Section III. It is that statement which results from the needs assessment activity.

4.2.2. Desired outcome. The desired outcome is the hoped for result or achievement. Making the initial determination as to what our planning outcomes should be strengthens the planning process. A desired outcome statement will include: who will be affected; how that specific group of students will be affected; and, what results are expected.

4.2.3. Solution concept. Here we examine the various means available to us (alternatives) and determine that one which would best both meet the need and help us obtain the desired outcome.

4.2.4. Planned activities. We do a simple task analysis, based upon our solution concept, to determine how we are going to get from our need to our desired outcome. We identify all the necessary activities that we will have to engage in and place them in their proper sequence. It is best to write activities in action terms such as develop, design, appoint, submit, draft, and etc.

PLANNING FOR CHANGE



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4.2.5. **Goals and objectives.** There are a number of reasons why we must include goals and objectives. The first is that they communicate most effectively in the field of education the direction we intend to follow and that which we hope to accomplish. Second, objectives are the basis for evaluation. Third, they become the basis for curriculum and program planning.

4.2.6. **Budget.** Each plan must contain a budget to show the resources that will be necessary for implementation and identify where those resources are to be obtained.

4.2.7. **Evaluation.** Every education plan must include an evaluation component. The evaluation component will include your objectives and an identification of the data that will need to be collected for evaluation, as well as the means of data collection.

Section 4.9 provides information on goal and objectives. Separate sections in this manual cover the areas of budget and evaluation.

56064. COLLEGE COMPREHENSIVE PLAN.

(a) Comprehensive annual plans shall be prepared separately by each college to be submitted by its district to the Chancellor and Director of Rehabilitation. Such plans shall be submitted on or before May 1st of each year, or at such other time during the fiscal year as designated by the Chancellor.

(b) Each plan shall include, but need not be limited to, the following components:

(1) Statement of philosophy and needs.
(2) Population to be served.
(3) Proposed services and programs.
(4) Program goals and objectives.
(5) Proposed activities to meet those objectives.
(6) A plan for coordination of college resources.
(7) A plan for inservice training.
(8) A statement of the evaluation plan.
(9) A plan for interagency coordination of resources.
(10) Budget summary.

4.3 PLANNING RESPONSIBILITY

The regulations require planning on the part of college personnel responsible for programs for the handicapped. The use of sound planning principles can make the planning tasks easier for those involved. Nearly all California Community Colleges submitted a college comprehensive plan for the handicapped for the 1977-78 school year. These plans will provide a significant resource to the State Specialist for use in developing standardized guidelines and formats for use in the development of subsequent comprehensive plans.

56056. ADVISORY COMMITTEE. Each college or district which provides services or programs for which the district receives direct excess cost funds shall establish an advisory committee. The advisory committee shall be composed of representatives of appropriate agencies, consumer groups, students, and any other appropriate organizations or individuals as determined by program needs.

4.4 THE ADVISORY COMMITTEE.

The advisory committee should serve as a valuable resource in planning programs for the handicapped. Their input regarding needs, program planning and resources should be significant.

56054. INSERVICE TRAINING. Each college shall develop a plan for relevant and effective inservice training for all college personnel involved in meeting the special needs of students.

4.5 INSERVICE TRAINING.

One of the required components for your comprehensive plan is a plan for inservice training. Many personnel at the colleges will become involved for the first time in providing supportive services, programs, and instruction for the handicapped. This indicates a need for inservice training, to develop the competencies among those personnel that they will require to be successful in their efforts to serve these students. Many colleges already have regular annual inservice training sessions. The first step would be to contact the administrator responsible for college inservice and establish the need for inservice for those personnel who work with the handicapped. Planning for inservice training in this area might include the following elements:

4.5.1 A survey of instructors and other appropriate staff to assess how many are desirous of inservice training regarding the handicapped; and, to solicit from them their ideas regarding their needs in this area.

4.5.2 Identify and establish a list of priority projects for inservice.

4.5.3. Review staff capability and or budget required to provide such training. Inservice costs may be charged to Program Developmental Services.

4.5.4 Designed inservice training sessions and establish time lines.

4.5.5 Implement inservice and evaluate.

4.6 LOCATING RESOURCES.

For meaningful planning to occur, it is necessary to be aware of as many resources as possible both on and off campus. There is no single way to locate all available resources, and it is most likely that this will be accomplished over time. It is a continual process of being alert to the potential worth and value of a particular material, human or agency resource which might be helpful in the future.

Although there are numerous directories which offer listings of various organizations and agencies, it is important to become personally familiar with them. All that is published regarding a particular resource may not be completely accurate nor descriptive of the potential that resource holds for a program. There is no substitute for direct personal contact in determining the real value of a particular resource.

Interviewing the personnel and visitation to the facilities are beneficial and well worth the time and energy expended. Not only will this give one the opportunity to see first hand what is available, but it will afford the opportunity to develop meaningful articulation with, and better understanding of, the resource.

This section will offer some basic starting points in the form of brief descriptions of some resources locted both on and off campus. It is in no way intended to be definitive. Rather, it should be considered as a work book to modify as it applies to a particular situation.

As one locates and becomes familiar with each resource, it may be helpful to enter the name of the resource and any other pertinent information about it on a 3 x 5 card to be used in a resource file. This information should include the location, telephone number, contact person, potential use and a brief description of the resource. Having this information at one's fingertips will help locate information in an efficient and organized way when needed.

4.7 ON-CAMPUS RESOURCES.

4.7.1 **Counselors.** Each college has an easily accessible and readily available resource in its own counseling department. Become aware of the wealth of potential and the capabilities of the counseling staff. If possible, attend department meetings and identify, by name, those counselors who have a particular interest, experience, concern, skill or expertise in working with the handicapped.

Many counseling departments are currently emphasizing career planning and counseling. Feel out their receptiveness to work with the handicapped. It may be necessary to sensitize some of these counselors to the unique problems of employment for the handicapped. One may find those with the experience and expertise sought, or find a counselor who is interested in learning more and accepting the challenges of counseling the handicapped.

It should be emphasized that this cannot be done effectively from an office. Try to make personal contact on the counselor's "home turf" and establish a good relationship with someone, not some place. Since the primary goal is to facilitate integration this is an important concern. The student should be able to select the counselor of his choice. A well informed counselor can help achieve this goal and allow the student to become less dependent and isolated from the mainstream.

4.7.2 **Instructions.** An often overlooked resource on the campus is the faculty. Locate instructors with special skills in working with the handicapped. Chances are that you will be pleasantly surprised to learn that the regular faculty has some potential for becoming real advocates and supporters. Locating receptive and enthusiastic faculty members is also the first step in assisting the students in programming their class schedules.

In addition, there may be some excellent resources for carrying out those "special projects", such as: designing a program evaluation instrument, inservice training, audiovisual presentation, scholarship funding, job counseling and tutoring. Furthermore, it is beneficial to locate receptive faculty members in order to get them directly involved on advisory committees. Once a supporter from within the teaching ranks has been found, he/she will influence in a positive direction other instructors in his/her department.

4.7.3 **Paraprofessionals.** A paraprofessional is a person with some degree of training and skill in a specific area. The location of paraprofessionals in any program depends on the specific needs of the student population and the channels of communication developed. Once the need has been determined, the following paraprofessionals may be sought:

a. *Interpreters for the deaf.* Interpreters may be available with varying degrees of skills and experience which may call for varying pay schedules. Locating interpreters for the Deaf, local Deaf Clubs, placing job announcements in the college newspaper or simply asking faculty members to inquire in their classes.

   Caution should be used in hiring interpreters. There are many self-proclaimed "experts" in the field. The so-called experts should be throughly screened and evaluated by a recognized expert.

   Often time the interpreter has skills which limit the setting in which he/she can perform accurately and with confidence. For example, an interpreter may be quite capable of working in an English class, but may find it impossible to work effectively in Mathematics.

b. *Braille transcribers.* A braille transcriber is a person trained and skilled in the use of braille, one who is capable of transcribing printed material to braille and is competent in the use of various special pieces of equipment. Transcribers may be located through organizations such as the National Association of University Women, Lions Club, Braille Institute of America, blind students, etc.

c. *Attendants.* Attendants are persons skilled and trained to handle and care for the physical needs of the severely disabled. Attendants are hired and trained by the disabled individual. Location of attendants may be facilitated through the college by preparing job announcements for the job placement office or placing ads in the college newspaper.

d. *Mobility aides.* Mobility aides are persons trained in handling the severely handicapped and assisting in transporting them from place to place. A mobility aide may help negotiate inclines and in traveling long distances around campus. The mobility aide for the blind should be skilled and trained in various methods of mobility and techniques in orientation training for the blind. Mobility aides can be easily located through the on-campus resources previously identified.

e. *Readers for the blind.* Persons with good oral reading skills. Readers should also be able to describe charts, graphs, illustrations, tables, etc., in such a way that the blind person can develop a mental image of the materials. The reader serves as the eyes for the blind and should not be expected to tutor or interpret printed information, rather they should be skilled in transmitting printed information to the blind. These students should select their own reader.

f. *Classroom/Laboratory aides.* Persons skilled in carrying on specific instructions and directions directly from the student.

The classroom or laboratory aide is one who performs tasks which the handicapped cannot perform themselves as a direct result of an impairment. These aides must be trained to carry out tasks upon specific direction and be sensitized not to perform tasks which the student is capable of doing for himself/herself.

4.7.4 **Administrators.** Each campus may have a unique administrative or organizational structure. It is important to identify those administrators and their assigned duties and responsibilities who will be making decisions affecting the program. These are the personnel who have the ability to act. That is, they can facilitate or thwart the progress of the program. It pays to know who's who in your campus administration. Included among those key administrators are people with the following responsibilities:

a. *College President.* The direct line to the Board of Trustees, the College President is probably the most significant and influential administrator affecting the college philosophy and policy regarding the handicapped.

b. *Administrator for Instruction.* This person is usually a direct line to the faculty. This administrator can influence, by encouraging and supporting the concept of the handicapped students program, the instructional process. This is the person to see regarding new curriculum or the modification of existing curriculum. This person can also help you establish realistic goals and objectives concerning the instructional process, curriculum development and the hiring of new staff.

c. *Administrator for Vocational Education.* This person can be a great help in locating employment resources in the community, designing adaptive equipment and scheduling classes. This person is usually very practiced and realistic in assessing the job market.

d. *Administrator for Evening School.* This person may be helpful in locating receptive part-time faculty and facilitating the identification of handicapped students attending evening classes.

e. *Administrator for Buildings and Grounds.* This individual is among the most knowledgeable for identifying architectural problems and the most resourceful in removing these problems with a minimum of red tape and paperwork.

f. *Board of Trustees.* The governing body of the college, the Board has the power and authority to make or break the program. As individuals most trustees are active civic leaders and can provide excellent input for the development of the program.

g. *Business Manager.* This individual can often save a great deal of time, money and aggravation. In locating available equipment, this is the one to contact.

h. *Registrar/Dean of Admissions.* This person is a primary resource for the identification of new students, budget planning, registration and attendance records.

i. *Administrator, Financial Aid/E.O.P.S.* This may be one or more persons with whom contact is essential. Studies show many students cannot succeed for financial reasons. This may be their most valuable resource.

4.7.5 Classified Personnel. An integral part of any program. It is helpful to identify those who have the potential to provide some service to the program. This may include:

a. *Secretaries.* Some colleges are almost operated by the secretaries. When we realize the screening function of the secretary, we begin to appreciate how useful they are. There is no better way to meet the "person in charge" than to first know the secretary. Frequently, it is the secretary who prepares reports and makes the first introduction to the person in charge.

b. *Campus Security.* When planning parking arrangements, issuing special parking permits, planning special events or activities, it is most beneficial to consult with the campus security office. In addition, the campus security office is probably the first place to call in case of emergency.

c. *Buildings and Maintenance Personnel.* When trying to get that little extra help in procuring things like wastepaper baskets, chairs, tables, paper towels, etc., it's helpful to know the building custodian. A few rounds with maintenance personnel can give insight on how to solve "nuts and bolts" types of problems. Removal of architectural barriers, modification of toilet facilities, and other such concerns, can be remedied quickly and effectively if there is a good relationship with these personnel.

4.7.6 Material Resources.

a. *Equipment.* In planning programs it is necessary to locate the equipment that will be needed when the program is implemented. There is equipment which is standard and readily available through regular school programs and equipment which is considered special in order to meet the needs of the student.

b. *Support Equipment.* Special equipment for students is highly specialized and is often custom made for the individual. However, numerous items are commercially available and can serve large numbers of students with similar disabilities. The following list is intended to give the reader some idea of a few of the more widely used pieces of equipment. It should also be pointed out that what may be considered to be standard equipment (an electric typewritter, for example), could also be considered as special equipment if it is to be used by someone with upper extremity involvement who could not use a manual typewriter. Therefore, equipment is considered to be special when it serves to alleviate some problem directly related to the disability and the constraints imposed by that disability.

1) *Perkins Brailler* - a machine that produces braille symbols and used by the blind.

2) *Magnifying Lenses*-used by persons with partial vision. There are numerous sizes of varying quality. Care should be taken to obtain lenses which reduce distortion to a minimum.

3) *Visualtek or Appolo (closed circuit t.v.)* - a television system which uses a magnifying lens and allows for reversal of field (white print on a black background). Used by partially-sighted students.

4) *Electric/Automatic Page Turner* - a device which allows a quadraplegic or amputee to turn the pages of a book by the use of a microswitch which can be operated by a mouth control switch or foot control pedal.

5) *TTY or MCM*-(teletypewriter) - a telephone communications system used by the deaf to communicate via standard telephone lines.

6) *Large Print Typewriter* - used by the partially sighted. It produces print of primary size.

7) *Variable Speed Tape Recorders* - a reel to reel tape recorder which has a variable speed control to allow for compression of listening time. It is frequently used by the blind.

8) *Speech Compressor* - a machine which electronically compresses speech by removing (filtering) extraneous sounds. There is a minimal sound distortion and a high level of comprehension.

9) *Videotape Recording and Playback Equipment* - an instructional aide which has great value in instruction of the deaf. It permits repetition and eliminates fatigue. It allows for captioning of instructional presentations.

10). *One-Handed Typewriter* - a specially adapted typewriter keyboard which allows the amputee or the hemiplegic to type at a rate of up to 60 words per minute.

11) *Talking Calculator* - a calculator that actually speaks to you. Frequently it is used by the blind and is a technological replacement of the abacus.

12) *Typewriter Shield* - a device which is attached to a standard IBM typewriter and prevents the user from striking more than one key at a time. It is particularly useful for spastics, athetoids and others with fine motor or gross motor dysfunction.

13) *Thermoform Machine* - A vacuum seal machine used to make duplicate copies of braille materials. It is also useful in producing instructional materials for the blind.

The above list is by no means complete. It may be modified to meet the needs of students being served. Maintain a complete list in the appendix.

4.7.7 **Transportation.** Locating existing equipment for transportation may be difficult since specialized equipment is essential for transporting many disability groups. Where accessible public transportation is not available, a vehicle with a ramp or automatic lift may be required. Rehabilitation and other agencies can provide client assistance for transportation.

Another piece of equipment which should be located, if possible, is a golf cart type of vehicle with a ramp or lift for wheelchairs. Conceivably, it would be used as a mobility vehicle where distance is prohibitive for wheelchair bound students or students with low exertion tolerance.

4.7.8 **Programs.** Most campuses have many programs already in existence which may be used as resources for disabled students. These programs may be either instructional in nature or provide support services.

4.7.9 **Veterans Program.** The Veterans Administration provides financial support to veterans who qualify. They also have a Department of Rehabilitation which provides counseling as well as financial support for disabled veterans. They are a resource for equipment.

4.7.10 **Tutoring Program.** Some campuses have organized a tutoring program which provides the services of diagnosing tutorial needs and assigning tutors who have been screened for work in specific areas. This service need not be an expense incurred by the handicapped students program. Rather, it provides an opportunity for integration into an existing program.

4.8 OFF-CAMPUS RESOURCES. Many resources are available off-campus in the form of educational programs, community organizations, governmental agencies and public and private organizations. It is important to locate these resources and become familiar with what they may have to offer. If duplication of effort can be avoided, this is the place to find out how, and to establish a meaningful referral system.

4.8.1 **Colleges and Universities.** There are now many community colleges and numerous colleges and universities offering programs of special services. These are invaluable resources in program planning. Locate some of these colleges in order to gain knowledge and insights from others in different settings. If these campuses are close geographically, it might be well to locate resources on them which could be shared. Locating resources available at nearby institutions will also help students with the transition from college to university when necessary. Maintain a list of these colleges and universities in your appendix.

4.8.2 **Regional Occupational Programs.** These are special public educational units established to assist students who require special or technical training or skills in preparing for categories of employment.

4.8.3 **Rehabilitation Programs.** The Department of Rehabilitation provides some financial support and counseling for students who qualify under Department guidelines. The Rehabilitation Counselor, client (student) and specialist agree on an educational goal. Then the counselor recommends the best way to achieve it and duly provide the services and support to help the client select the most appropriate training.

4.8.4 **Adult Education Programs.** These programs provide classes for students 18 years and older who have or have not received their high school diplomas, depending on district policy and agreements with local unified districts.

4.8.5 **Elementary and Secondary Programs.** Elementary and secondary schools which feed into a college may have existing programs which provide special services or special educational programs to students with handicaps. Locating these programs is the first step in establishing a valuable liaison and essential to planning.

4.8.6 **Private Schools.** Many private schools in an area may have special education programs and may also feed into the college. Recruitment activities could be conducted at such schools and will assist in locating students in need of special services.

4.8.7 **California Community College Chancellor's Office.** The Chancellor's Office employs one or more full-time specialists in Supportive Services and programs for the handicapped. The specialist is your representative to all major state and federal agencies and support divisions within the Chancellor's Office.

4.8.8 **Community Organizations.** Community organizations can be valuable resources for recruiting people into a program as well as for providing additional funds and establishing good public relations and planning support. The outreach phase of program planning will depend, in part, on the success in locating community organizations. These organizations may differ in each community. However, there are many groups like Lions, Kiwanis, Rotary, etc., who are ready, willing and anxious to help. A simple call to the local Chamber of Commerce can help locate these organizations.

4.8.9 **Governmental Organizations and Agencies.** The following section lists several agencies and organizations which may provide some information or service. It may be worthwhile to seek out additional data regarding these agencies. Following up with direct contact with a representative of the organization is recommended.

a. *Federal.*
   1) President's Committee on Employment of the Handicapped.
   2) Social Security Administration.
   3) Equal Employment Opportunity Commission.
   4) Department of Health, Education and Welfare.

b. *State Agencies.*
   1) Employment Development Department.
   2) Governor's Committee on Employment of the Handicapped.
   3) State Department of Rehabilitation.
   4) Fair Employment Practices Commission.
   5) Manpower Administration.

c. *County or Regional.*

1) Manpower Administration; operates a variety of training programs whose ultimate goal is re-entry into employment. Priorities are generally given to the unemployed or underemployed, disadvantaged and heads of households.
2) Public Social Services Agency.
3) Equal Employment Opportunity Committee.
4) County Personnel Department.

d. *State Organizations.* The following list barely scratches the surface of the many organizations with a particular interest or concern for disability groups. Further investigation into similar groups is highly recommended inorder to develop awareness and knowledge of their potential use in the program.

1) California Association of the Physically Handicapped.
2) California Association of Neurologically Impaired Children.
3) California Association of the Deaf.
4) Council for Exceptional Children.
5) California Association for the Retarded.
6) National Federation of the Blind.
7) California Association of Post-Secondary Educators of the Disabled.
8) Disabled Students Coalition.
9) California Speech and Hearing Association.

4.9 EVALUATION OF RESOURCES.

Each resource should be evaluated in terms of:

4.9.1 **Availability.** Is the resource available when needed: If it is a human resource, is he or she available and willing or able?

4.9.2 **Accessibility.** Is the resource in a place that is accessible to students? If not, can it be moved, if it is a material resource? If it is a human resource, can arrangements be made to make this source accessible?

4.9.3 **Applicability.** Is the use of this resource applicable to the program at any given time? For example; funding sources for Learning Disabilities may not be applicable if planning a program for students with orthopedic disabilities. Rules and regulations of outside agencies may not be directly applicable to a program, but may be applicable to some students. Knowledge of this is important in the counseling process.

4.10 GOALS AND OBJECTIVES.

"Would you tell me, please, which way I ought to walk from here? "That depends a good deal on where you want to get to', said the cat. 'I don't much care where', said Alice. "Then it doesn't matter which way you walk', said the cat. '. . . so long as I get somewhere'. Alice added as an explanation. 'Oh, you're sure to do that', said the cat. 'If you only walk long enough!'" (From Lewis Carroll's *Alice in Wonderland*)

Any program which lasts long enough will get somewhere. The question is, do you care how long it takes and where you are going? In this day of accountability, there are few of us who have the luxury of saying we don't care where we are going. In fact, more and more we must show our administration and the public where we are going, how we will get there and what we will accomplish when we arrive. Since the *way* we go depends on where we are going, one of the most important aspects of organizing a program is to set goals and measurable objectives. These goals and objectives then become the guidelines for the program and the means of measuring progress and success.

4.10.1 **Goals.** A GOAL IS A STATEMENT OF BROAD DIRECTION OR INTENT THAT IS GENERAL AND TIMELESS AND IS NOT CONCERNED WITH A PARTICULAR ACHIEVEMENT WITHIN A SPECIFIED TIME PERIOD.

Example: "To ensure equal access to postsecondary educational opportunities for all handicapped students."

4.10.2 **Objectives.** A DESIRED ACCOMPLISHMENT THAT CAN BE MEASURED WITHIN A GIVEN PERIOD OF TIME AND UNDER A SPECIFIABLE PERIOD OF TIME AND UNDER SPECIFIABLE CONDITIONS. THE ATTAINMENT OF AN OBJECTIVE ADVANCES THE SYSTEM TOWARD A CORRESPONDING GOAL.

Example: "By June 10, 1978, 75% of all identified barriers will be eliminated and/or corrected on campus."

4.10.3 Objectives are written to describe the results which are strived for through the performance of a particular activity or group of activities. Objectives are stated to specify:

a. *Who* is to perform the activity
b. *What* is to be done
c. *When* it will be accomplished
d. *Under what conditions* it will be accomplished
e. *How much* will be accomplished
f. *How* the completion of the objective will be *measured.*

If all activities of a program are guided by formal goals, objectives are in effect a restatement, clarification, quantification and further definition of the goal statements. By specifying a time frame, an objective becomes a check point in the progress toward a goal.

Depending on the immediate needs of a program, we may want to set short range and long range objectives. These will be determined by the priorities set and the times for accomplishment specified within the objective. A short range goal may be to make a specific building accessible to wheelchair bound students.

4.11 PRIORITIZATION.

Once we have established goals and objectives for the program, they may have to be prioritized (rank in order of importance) in some manner to make achievement feasible. This allows us to accomplish them in an organized and realistic manner. It also permits us to work on those objectives which are most important as determined by a systematic prioritization process. There are several methods of prioritization which may be employed.

4.11.1 **The Delphi System** This is a group approach to prioritization. The group is divided into two or more sub-groups. Each sub-group brainstorms the goals and objectives or needs of the program and writes down the results of the exercise. Each group then moves to the place where the next group's written results are and proceeds to rate those needs, objectives or goals in the following manner: A = very important, B = important, C = somewhat important, D = indifferent, E = controversial. The group then moves on to rate another group's list. The activities proceed in this manner until they return to the original list. Each rating is given a value, and the totals are added to provide a prioritization score. A = 3, B = 2, C = 1, D = 0, E = 1.

This method has the advantage of input from a large and varied group of participants. The resulting prioritization represents a concensus supported by a score. It involves those people who may be called upon to implement the objectives.

a. On a matrix, list the criteria (or those things) that will most influence your planning. (vertical axis)
b. On the same matrix, list the alternatives (or objectives) (horizontal axis)
c. Each criteria should be given a weight in terms of percent of importance in relation to other criteria. They should total 100%.

d. Rate each alternative (or objective) on a scale of 1-4 with 1 being poor and 4 being good. Then multiply this number by the percent of weight. The result is a number value in each area.

e. Add each column and the results provide a priority list.

f. Even after you have completed the process you must realize that this is only a tool to help you make a decision; it does not make the decision for you.

Example: Objective — To get to Reno by 8:30 A.M. on Tuesday.

ALTERNATIVES

		Weight %	Hitch Hike	Avis	Fly	Bus	Walk	Train	Etc.	Etc.	Etc.
CRITERIA	**Time**	30%	*1* 30	*3* 90	*4* 120	*2* 60	*1* 30	*2* 60			
	Cost	30%	*4* 120	*3* 90	*2* 60	*3* 90	*4* 120	*2* 60			
	Prefer.	10%	*1* 10	*1* 10	*4* 40	*2* 20	*1* 10	*3* 30			
	Schedule	20%	*1* 20	*3* 60	*3* 60	*3* 60	*1* 20	*3* 60			
	Baggage	10%	*1* 10	*3* 30	*3* 30	*3* 30	*1* 10	*3* 30			
	Totals:	100%	190	280	310	250	190	240			

RATING: BAD *1. . . 2. . . 3. . . 4* GOOD

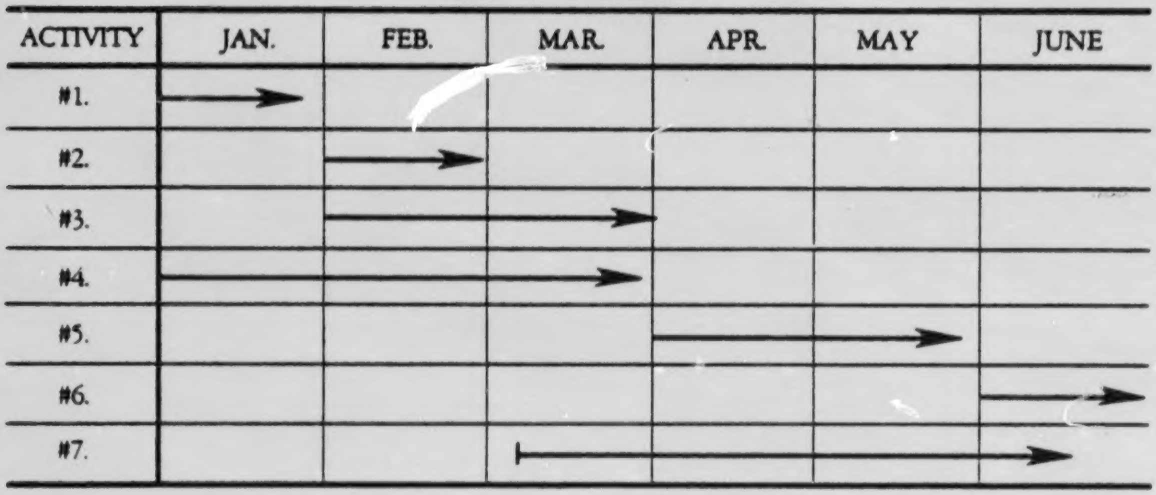
4.11.3 **Card System Prioritization.** If you do not have access to group input that is necessary for the preceding methods of prioritization, you may want to list each goal and objective on a 3 x 5 card. These cards can then be laid out in front of you, and given the resources available, you pick up each card in the order that you feel the goal or objective can be accomplished. The cards may then be numbered, thus giving you a prioritization.

4.12 TIME LINES AND TIME TABLES.

Once you have organized your goals and objectives and determined the activities in which you must engage, those activities may be transferred to a time line which will help you organize the time sequence needed for achieving each activity. The time lines may be set up on a weekly, monthly or yearly basis, depending on needs. Included on a weekly time line may be the actions necessary to attain short range objectives while yearly time lines will serve as a reminder for deadlines from a variety of areas. One way to set up a time line is to make a list of all activities necessary to accomplish a successfully implemented program. This list should respond to program goals and objectives and all steps (in sequence) necessary to achieve those goals and objectives. It may include, for example:

4.12.1 Budget preparation.
4.12.2 Course proposals to the Curriculum Committee.
4.12.3 Entries into the new year's catalog.
4.12.4 Entries into the schedule of classes.
4.12.5 Dates for filing claim forms.
4.12.6 Pre-registration dates.
4.12.7 Workshops and conferences.
4.12.8 Year-end reports.
4.12.9 Hiring personnel. When all entries have been compiled they can be transferred to a yearly time line. Some items must be accomplished before others can be started, while some can take place simultaneously. A time line makes it possible to see how things are going and allows judgment regarding success. It is another way to judge progress in attaining goals and objectives as well as a tool to provide impetus to complete the tasks at hand.

TIME LINE CHART



ACTIVITY TIME LINES

	FIRST QUARTER												SECOND QUARTER												THIRD QUARTER												FOURTH QUARTER										
ACTIVITY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
1. SELECT COLLEGES	═																																														
2. DEVELOP INTERVIEW GUIDES		═	═																																												
3. PRE-TEST INTERVIEW GUIDES				═																																											
4. SELECT DATA NEEDS SAMPLES				═																																											
5. DETERMINE DATA NEEDS					═	═																																									
6. SURVEY EXISTING DATA					═	═																																									
7. VALIDATE MODEL							═																																								
8. SELECT VALIDATION SAMPLE							═																																								
9. VALIDATE MODEL								═	═																																						
10. SELECT RANDOM SAMPLE										═	═	═																																			
11. ACQUIRE EXISTING DATA										═	═	═																																			
12. DEVELOP MAILED QUESTIONNAIRE										═	═	═																																			
13. PRE-TEST QUESTIONNAIRE													═	═	═	═																															
14. SURVEY STUDENTS																	═	═	═	═	═	═																									
15. FOLLOW-UP NON-RESPONDENTS																							═	═	═	═																					
16. ANALYZE DATA																											═	═	═	═	═	═	═	═	═												
17. DEVELOP PROFILE																																				═	═	═	═	═							
18. REVISE MODEL																																				═	═	═	═	═							
19. ORGANIZE DATA																																				═	═	═	═	═							
20. DISTRIBUTE MODEL																																									═	═					
21. DESIGN EVALUATION PROGRAM																																											═	═	═	═	

OBJECTIVE: The Enabler will submit a proposal for new plant facilities for Handicapped Services to the institute Dean for approval by the end of the second (2nd) semester.

Activity	1st Semester									2nd Semester									SS				Open	
Plant Design	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48
Needs Assessment	○																							
Present Problem		○																						
Assemble Team			○																					
Develop Model				○																				
Acquire Blueprints					○																			
Produce Design									○															
Distribute Design											○													
Make Recommendations													○											
Present Design For Approval															○									

*Courtesy of Billie Williams
Bakersfield College

4.13 MARSHALING RESOURCES.

After locating the various resources available and organizing them through the process of establishing goals and objectives, prioritization, organization and planning, marshall those resources in preparation for program implementation. In this area, more than any other, the overlap between planning and implementation is evident. As has been stated previously, some phases of marshaling must be completed before others can be undertaken, but many of the phases of program planning will be taking place concurrently with other phases of the overall program.

4.13.1 **Commitment of Personnel.** Obtaining a commitment from administrators, faculty and classified personnel is an important key to the success of the program. The time taken to interview or confer with these people will certainly be worthwhile if their committed support is gained.

When the first students show up the commitment of many resources must have already been obtained or time and energy backtracking and waiting for approvals before proceeding will be required.

Depending on program needs, commitments must be obtained from:

a. *Campus Security* — for parking permits.
b. *Dean of Instruction* — for special classes or relocating classes.
c. *Registrar* — for dealing with special problems and student programming.
e. *Maintenance* — for a variety of important things including wheelchair repair, room preparation, and building or room maintenance.
f. *Board of Trustees* — for budget approval, personnel approval, district policy, philosophical agreement and encouragement.

4.13.2 **Advisory Committee** Once human resources have been located both on and off campus, obtain a commitment from some of those resources to serve as members of the Advisory Committee. The Advisory Committee is important, not only because it is required, but because it gives the opportunity to receive input from a variety of sources, all of which have an interest. The Committee can do as much or as little as structured to do. Keeping an active and involved committee, however, provides necessary feedback on program progress.

There are many functions that an advisory committee can accomplish toward assisting with the program planning and implementation of objectives including:

a. Collecting data.
b. Conducting public relations.
c. Communicating with the Board of Trustees.
d. Recruiting new students.
e. Conducting needs assessment.
f. Evaluation. (programs and regulations)
g. Aiding in grant writing.
h. Influencing legislators.
i. Assisting in the writing of program objectives.
j. Locating resources.
k. Planning.

4.13.3 **Marshaling Physical Resources.** There are certain resources to acquire prior to the beginning of the year. Some colleges automatically provide new personnel with office space and furniture; others do not. There may be the need to set up an office, including ordering desks, chairs, typewriters, supplies, etc. Be prepared with price quotes and an inventory of those items which can be obtained from college inventory. Consider the many physical and logistical needs and be prepared with alternatives.

4.13.4 Special Classes. In planning to offer special classes for students, it is necessary to propose the course to the school Curriculum Committee through established procedures. Some special classes are presented in colleges for students with specific functional limitations. It is important to plan the classes early enough to meet the deadlines for approval and listing in the catalog, catalog supplement and schedule of classes. Check with the Dean of Instruction for those deadlines and for the proper procedures.

These special classes may require the teaching skills of specially qualified or specially credentialed instructors. It may be desirable to admit non-handicapped students into some of these classes. This could permit a great opportunity for the interaction across the artificial barriers between the "disabled" and the "able-bodied" populations. It may further serve to alleviate any fears or sterotype conceptions of the handicapped population.

4.13.5 Examples of special classes are:

a. Adaptive Physical Education
b. Survey of Physical Defects.
c. Psychological Aspects of Disability.
d. Homemaking for the Functionally Limited.
e. Independent Living Skills.
f. Job and Employment Opportunities.
g. Marriage and Family Relations.
h. Personal Assessment.
i. Speech Therapy.

4.13.6 Position Descriptions. It is generally necessary to establish a position description for each position, classified or credentialed. The description can be most helpful in the future for personnel evaluation. The job description should include:

a. The duties to be performed on the job.
b. Educational requirements.
c. Credential requirements.
d. Preferred experience.
e. Time period for the job (e.g., 10 month, 12 month, etc.)

Be sure to check on the requirement, policy and procedure to be followed prior to implementing a hire action or making any commitment.

Section V

IMPLEMENTATION STRATEGIES

IMPLEMENTATION STRATEGIES

SECTION V

5.0 INTRODUCTION

Earlier in this manual, we reviewed identification and planning. Now, we will review the means by which we put into action those activities necessary for the accomplishment of our objectives. This is the implementation phase, and it involves selecting from the various alternatives available to us those which will best accomplish our purposes. It involves the coordination of resources, the monitoring of activities and an on-going evaluation of in-process results. Evaluation will be covered in Section VIII. This section intends to present strategies for effective implementation.

5.1 ADVISORY COMMITTEE.

Advisory Committees are the very heart of the educational process. It is essential that those whom we intend to serve be systematically involved in sharing their desires, identifying their needs and establishing resultant educational goals. We believe that people will involve themselves when they feel their involvement will have real meaning. The advisory committee, when so involved, should prove to be a valuable resource.

Be cautioned that there is no established model upon which to develop a committee. Ultimately, committee configurations shall depend upon those to be served, their special needs, and identification of those persons who can best represent a specific population.

5.1.1 Authority

a. Check on district policy relative to the establishment of advisory committees.

b. Advise the appropriate administrator, and secure authority to proceed in the development of a proposal in conformance with district policy.

5.1.2 Membership

a. Identify consumer groups representative of the special needs to be served.

b. Identify agencies, public and private, in the community, with whom program articulation is needed.

c. Identify students (clients) who can best provide resource information to the committee as members.

d. Identify, specifically, those agencies from which referrals would be expected and to whom one would expect to refer.

5.1.3 Organization

a. Develop a specific plan for the advisory committee, to include:
   1) Purpose.
   2) Objectives.
   3) Membership/size.
   4) Operational guidelines.
   5) Functions.
      a) Fact finding.
      b) Planning.
      c) Coordination and communications.
      d) Activation of resources.
      e) Evaluation.

5.1.4 Approval

1. Submit recommendations to the approval process.

5.1.5 Selection

1. Contact those persons identified as potential members.
2. Share the advisory committee plan with them.
3. Obtain their commitment or the commitment of alternative choices.

5.1.6 Implementation

a. Call for an organizational meeting.
b. Get publicity on campus and in the community.
c. Provide orientation to include:
    1) Regulations.
    2) Programs.
    3) Plans.
    4) Staff.
    5) Facilities.

5.2 ORGANIZATION.

The delivery of programs and services to students requires a team effort. There is a need to identify team members and mobilize them into an effective delivery system. Two distinct types of activities are involved. There is a need to create an on-campus team to effect necessary articulation. There is also a need for an off-campus team to provide for necessary community articulations, including interagency coordination.

There is the opportunity and responsibility to influence the organization of the delivery system. The components of each system will be determined by each college. This section proposes the guidelines to assist in making such determinations.

5.2.1 Organizational Articulation. On the college campus, student needs for services and activities are identified and provided. The delivery system is based on capabilities of a normal student population to participate. Students with exceptional needs may be unable to participate unless the delivery system is modified to respond to their unique needs.

The person responsible for enabling the delivery of services and activities for "opening up the campus" must become aware of unique needs and recommend modifications. This is best accomplished through organizational articulation.

a. *An Organizational Model*
    1) Establish an ad hoc committee to collaborate in identifying the services and activities available on campus.
    2) Relevant to those services and activities, determine the unique needs of exceptional students which effect delivery capabilities.
    3) Design a matrix (see illustration following) listing the needs on the vertical axis and services and activities on the horizontal axis.
    4) The services and needs listed above are intended only as examples.
    5) Where the need and the service or activity interest is (see example), enter the name of the significant person(s) responsible for delivery.
    6) Then those persons who need to be part of the organization responsible for the delivery of services and activities will have been identified.

b. *Articulation*
    1) Meet with each identified significant person individually. Reveal special needs and develop delivery means.
    2) Develop a time line for implementation of delivery plans.
    3) Submit a report to the administrator detailing the implementation plan.

	A.	B.	C.	D.	E.
Needs	Food Service	Medical	Student Activities	Library	Placement
1. Tray Assistance	X				
2. Special Medication		X			
3. Student Club			X		
4. Book Stacks				X	
5. Part-Time Work					X
6. Health Emergency		X			
7. Study Carrels				X	
8. Job Referral					X
9. Intramural Sports			X		
10. Busing Dishes	X				

c. *Delivery*

1) Implement each plan component on a controlled (pilot-test) basis.
2) Evaluate the results and modify as necessary.
3) Implement the total plan.

d. *Monitoring*

1) Design a method for periodically assessing the delivery process.
2) Maintain articulation activities with those significant persons involved.
3) Bring together periodically an ad hoc committee to update the assessment of needs.

5.2.3 Community Articulation. There is a vast community of interest in the needs of the handicapped. These interests represent both expertise and resources. Often their goals and objectives will be similar, and, in fact, there will exist a need for articulation.

An effort at organizing for articulation with this community of interest will benefit everyone involved. Where a mutual interest is discovered, and articulation affected, resource utilization can become much more effective and the delivery system greatly improved upon.

a. *Organizing for Action*

1) The Advisory Committee, being aware of services and programs, may be the best resource in planning for off-campus articulation. Some of them, in fact, will represent the very agencies with which contact is needed.
2) Identify the school districts, public and private agencies, which need to be included.
3) Develop an objective(s) to provide direction in planning for articulation.
4) Develop a statement regarding the benefits that can be realized through articulation.
5) Develop a list of proposed activities to meet articulation objectives.
6) Draft a plan for off-campus articulation for advisory committee input and adminstrative approval.

b. *Structure*
 1) Establish a sub-committee to the advisory committee to be responsible for each component of the articulation plan.
  a) Sub-committee on school relations.
  b) Sub-committee on 'physically disabled' agency relations.
  c) Sub-committee on 'communication disabled' agency relations.
  d) Sub-committee on 'learning disabled' agency relations.

c. *Cooperative Agreements*
 1) Substantial benefits will be realized for students as a result of agency cooperation.
 2) Cooperative agreements may also be realized. These must be processed through the appropriate channels for approval.

5.3 SUPPORTIVE SERVICES.

Perhaps there was a time when a wheelchair-bound person could not make it up an incline to get into a classroom. Seeing the person's predicament, someone pushed, and the incline was negotiated. This may have been the beginning of supportive services. The class was there and open to the student, but only with assistance.

Our primary goal is that all students, regardless of exceptionalities, can benefit from regular college classes, programs and activities. A handicapped person is one who cannot so benefit without support services. The purpose of this section is to aid in the establishment of a support services program.

5.3.1 Philosophy. Students with exceptional needs should benefit from regular college programs. We know that for this to happen, someone must accept the responsibility to facilitate the process. One of the major responsibilities of the specialist on programs for the handicapped is to do just that. Perhaps for the majority of students no better service can be rendered.

a. *Identification*
 1) Be aware of the support service needs of the students. This requires the identification of students with special needs. Refer to Identification (Section III) for identification techniques.
 2) There is a need to advise students that these services are available. That is a major part of any identification process. (See Section III.)

b. *Planning*
 1) Develop a plan for the delivery of support services. The needs assessment matrix recommended in this Section will be of value.
 2) See Section IV (Planning).

c. *Evaluation*
 1) Before any educational program is undertaken, the means of gathering data to permit an assessment should be established.
 2) Develop an evaluation plan prior to implementation. Refer to Section VIII (Evaluation).
 3) The evaluation plan should incorporate a feedback system providing for input from those students utilizing the services.

d. *Delivery System*. The following are some of the major aspects of delivery that should be considered.
 1) *Coordination*. There should be a designated person or persons responsible.
 2) *Resources*. There is a need to identify resource needs and to plan for their acquisition.
 3) *Articulation*. It is important to involve in the planning stage, those people who will actually be a part of the delivery system.
  a. On-campus and Off-campus articulation planning will be helpful.
 4) *Documentation*. Maintain records on support services provided. These records will be supportive in justifying both services being provided and resources required.

5) *Inservice training*. There may be a need for both orientation and training of those persons with delivery responsibilities, to include:
   a) The nature of specific disabilities.
   b) Support service needs.
   c) Methods of support.
   d) Record keeping requirements.
   e) Emergency procedures.
   f) Campus orientation.
   g) The acquisition, use and care of support services equipment.

5.4 LABELING.

Persons closely aligned with society's standards for "NORMAL" have the best chance of achieving acceptance and integration. Providing the chance for students with functional limitations to maintain personal behaviors and characteristics which are as culturally normative as possible is imperative to their mainstreaming. We must avoid practices and methods that reinforce a person's viewing oneself as deviant. In exploring normalization principles and how they apply to college enabler programs, we must investigate the following two areas: (1) Identification and labeling of students; (2) systems by which we deliver services. The purpose of this section is to assist one to become sensitive to the problem of labeling, and to gain support in implementing the delivery of services without the stigma of labels.

5.4.1 **Legal Reference.** California Master Plan for Special Education, Chapter 3.

"For legal purposes, pupils with special education needs should be designated as individuals with exceptional needs."

5.4.2 **Philosophy.** The definition used in the California Master Plan starts with the word "individuals." Our interest is in serving people, not handicaps. A student is first a person, and therein lies the the strength. If we focus only on the handicap, we are focusing on weakness. Many people resent being called handicapped and most resent labeling.

5.4.3 **Guidelines.** Labeling is a dehumanizing process and should be kept to a minimum. Traditionally, special education has used disability category labels to identify students. These labels serve no real purpose. Our role is to help students overcome their limitations, build upon strengths and to function on a competitive level. To do this, we need to know about function and ability, and in what ways it has been effected. Labels that tell us this are useful. The inability to read a textbook can be "cured" by a reader, a taped textbook and sometimes a mechanical page turner. "Visually impaired", "learning disabled", and "orthopedically handicapped", are labels that traditionally would be used for someone who is unable to read a textbook. Disability category labels, such as these, are useless in serving the student. They only serve to tell us we need to find out if the students can read a textbook. The more specific functional labels are useful in serving the students. If a label like BLIND is assigned, immediately a student is burdened with stigmatizing stereotypes. Society does not know how his/her functioning is effected so they "assume". The student, also, is presented with a set of "pat" answers to his/her capabilities. Exploration is not necessary. Functional labels, also, may be uncomfortable, but they are labeling real functional limitations that must be dealt with for the student to compete.

5.4.4 **Service Delivery Systems.** Society perceives that if individuals must be provided special services then obviously they are different. We are going to provide services so we have to design delivery systems. It is important that while developing systems we keep in mind that accepting services makes students more readily identifiable as "Handicapped". We often design systems that reinforce in students and society that the handicapped need to be 'taken care of'. It often is much more convenient to design systems that 'do it to students' rather than allowing the student maximum control. We may furnish transportation in special busses marked 'Handicapped', provide parking in spaces marked 'Handicapped' and serve from offices marked 'Handicapped'. These labels again are not functional labels. It would serve a purpose to label service components by the service rendered rather than who is served. It is less stigmatizing to be identified as in need of mobility assistance than as handicapped.

Secondly, it serves to let the students know what services are available. If delivery systems are to let students take responsibility for their needs rather than 'doing it to the students', then students need to be knowledgeable about existing services.

5.4.5 **Ability Counts.** The lives of students coping with limitations traditionally are centered around those limitations. Their energy is invested in coping with the limitations, treating the limitations and the feelings surrounding them are all the students relate to about themselves. It is imperative we center our approaches to students around ABILITIES. We must investigate abilities and interests. For students to excel in abilities, they must be able to identify them and focus energy on them. It is important that our delivery systems be sensitive to the student's involvement in activities other than those to overcome limitations.

5.5 ASSESSMENT OF FUNCTIONING REQUIREMENTS.

Successful functioning in a college demands and/or anticipates certain kinds of abilities. For us to best meet the needs of students it is imperative that we are aware not only of the way student's functioning is affected but, also, of all functioning requirements that are imposed by the institution. This knowledge is a critical aspect of implementation.

5.5.1 **Community.** For the student to function in the community college he/she has first to cope with the surrounding community. Using public transportation requires certain functioning. How much speed is required to be able to get on and off? How much speech is required? Is transportation adaptable to a person using a wheelchair?

5.5.2 **Architecture/Terrain.** The way a campus is designed imposes numerous functioning requirements. Buildings set far apart require the ability to negotiate distances. Steps require the ability to climb. Doors require strength to push or pull a certain number of pounds. Explore the campus thoroughly. Ask students for their help in investigating functioning requirements. They will be aware of functioning required by steep slopes, heavy or narrow doors, steps, poorly located ramps, hard to negotiate thresholds as well as many other obstacles.

5.5.3 **School Regulations.** Each community college has regulations and operating procedures; complying with these, demands certain functioning levels. Examples would be regulations requiring students to participate in walk-in registration; designing a maximum number of class absences allowed; and setting drop deadlines. The majority of such regulations are listed in the school catalog. Students are a good source of information about the most troublesome regulations.

5.5.4 **Curriculum/Classroom.** Performing in classes requires coping with two types of functioning; that imposed by the classroom (e.g., height of counters, type of chairs) and that imposed by curriculum (e.g., remembering five numbers in sequence, copying notes from the blackboard). Student's needs can best be met by developing tools such as check lists for thoroughly assessing the functioning requirements of commonly taken classes. Information could be most thoroughly collected by observing a class.

5.5.5 **Recommendations.** Currently we become aware of functional requirements as students encounter them and fall behind or drop out. By becoming more aware of the campus in functional terms and developing better ways of analyzing functioning requirements before they become a problem, we will be better able to implement programs to assist students.

We will not be aware of all problems in advance. We must remain responsive to individuals and problems as they develop. But if we are aware of functioning in detail, we will be better ready to develop various solutions to the seen and unforeseen problems as they arise. A thorough investigation through task analysis and other systems, that may have application to our need to know about specific functioning is proposed. We need to develop systems and expertise that are geared to give us a detailed understanding of the functioning required of students.

5.6 INSERVICE TRAINING

Wherever change is in process inservice training is potentially an important component. It provides for change to happen more quickly and comfortably with better quality.

The providing of special services for students on campus is changing the type of students teachers are serving. A combination of technology, medical advancement, and social acceptance constantly expands our ability to serve students. Schools are meaningfully serving more and more students that were previously excluded.

We need you to consider inservice as a valuable tool to implementation. This section deals with describing those who might benefit most by inservice, as well as suggesting inservice delivery techniques.

56054. INSERVICE TRAINING. Each college shall develop a plan for relevant and effective inservice training for all college personnel involved in meeting the special needs of students.

5.6.1 **Philosophy.** There is a natural tendency for people to resist change. If an impending change is difficult to understand—too complex—they shy away from it. Where they can value the change as an improvement, it is easier to accept. A major point to acceptance is clarity. Inservice is a way of achieving clarity and dealing with a fear of the unknown.

5.6.2 **Administrators.** Administrators will want to know of needs of the district's students and possible solutions, as well as legal and financial constraints. Presentations to administrators may be on a one-to-one basis or in meetings such as administrative meetings or board meetings. (Be prepared to answer questions. Wrong answers can set progress back.)

5.6.3 **Faculty.** Enabler programs are presenting faculty with students that were previously excluded from their classes. Faculty feel some students could be handled better with special training (or by someone else). It is important that faculty feel supported, know about services and where to get questions answered. Much of the inservice for this group will be done on a one-to-one basis while helping them solve student problems. Students working directly to help instructors understand their situation will be the most effective change agents.

5.6.4 **Staff/Paraprofessionals.** Meeting the needs of students with limitations means using various combinations of student aides, paraprofessionals and professionals. Both one-to-one and group discussion of problems, solutions and ethics will be helpful in the presentation of quality services.

5.6.5 **Classified Staff.** Community Services staff, job developers, Campus Security, as well as many other classified staff are critical resources for students. Sensitivity of classified staff to problems and awareness of solutions is imperative. It is appropriate to include them in plans for group inservice sessions as well as providing information on an as-needed basis.

5.6.6 **Community.** The success of students with limitations is often dependent on the cooperation of several community agencies. It is important that agencies such as the Department of Rehabilitation, local rehabilitation hospitals, transit systems, Adult Education, and high school counselors, have a good understanding of what the enabler program and the college can do. Agencies may welcome a presentation at a weekly staff meeting. Written handouts are also helpful.

5.6.7 **Organization.** An agenda can be a helpful tool in making an organized presentation. This is an agenda for a 15-minute presentation to an administrative meeting on the need for mobility assistance.

AGENDA

SUBJECT: NEED FOR MOBILITY ASSISTANCE SERVICES

I. Who needs the services?
    A. Students with what kinds of limitations?
    B. Number of students?
II. Kinds of services needed?

III. Costs Involved.
   A. Amount?
   B. Who pays?
IV. Legal Considerations.
   A. Liabilities
   B. Coverage
V. Questions?

5.6.8 Delivery.

a. The maximum integration of students with functional limitations into our educational setting is dependent on the commitment, expertise and cooperation of all of the groups of people listed. Some inservice training is likely to be presented in planned groups. Carefully developed, this is a very effective way to present information and facilitate sensitivity and cooperation.

For an inservice training session to be successful there are three primary considerations:

1) The session must be designed to fit a specific need.
2) The cooperation of teachers, administrators, aides, and agencies is critical.
3) The design needs to provide for extended learning opportunities.

b. In order to determine whether a presentation will fit the needs of a specific group consider their interests, education, level of involvement, responsibilities, and future goals.

Some specific considerations are:

1) Begin by ascertaining needs and establishing priorities.
2) Whenever possible have trainees provide suggestions to assist in the program planning.
3) Identify a single need for each session and fill it. (Save information meeting other needs for another session.)
4) Use behavioral objectives to accomplish goals.
5) Provide adequate backup for carrying out new ideas or skills that have been learned. (Be available as a resource. Provide written suggestions. Involve administrators. Video tape vital demonstrations so that they may be used over again by participants.)
6) Make the presentation interesting. Provide for changes in tempo and a variety of learning styles.
7) Evaluate each session.
8) Evaluate results of training as exhibited by subsequent actions of participants. (Has behavioral change really occured?)
9) Utilize evaluation information in preparing future training sessions; (if possible, videotape sessions and rerun).
10) Bring in knowledgeable speakers with practical experience. (Don't be fooled by fancy titles. They don't guarantee a speaker who has superior skills, or knowledge, or one who can relate to the need or to the audience.)

c. Cooperation between enabler, program faculty, and administrator acts not only to insure the successful presentation of a training package, but also, for carryover of information into the programs for which the training was designed. Those who attend sessions will develop new ideas and methods which often require change. Therefore, all those who are in a position to effect that change should be aware and involved.

d. By virtue of their leadership roles, administrators must be considered key personnel in instituting change. Supervisors, coordinators, and facilitators are the most valuable resources for evaluation feedback as to the viability and contributions of inservice training on an overall program basis, while the trainees provide personal evaluation of needs and effectiveness from their one-to-one involvements and perspectives.

e. A program which provides for continuous and extended training is of the most value. Factors which are indicative of the need for on-going training are:
   1) *Obsolete Information.* Students populations and ways of approaching problems are constantly changing. If teachers are to be kept abreast with the current growth, the education and training process must be constantly recycled.
   2) *Ineffective Training.* Ideally, all inservice programs are effective; realistically, sessions sometimes fail. If one session has not fulfilled the perceived need, then a new approach and a second attempt to impart the necessary knowledge and/or skill must be undertaken (after a thorough evaluation as to why it failed the first time).
   3) *Continual Turnover of Personnel.* In today's society, people do not always remain in the same job placement. The use of large numbers of student aides to provide support services means everchanging staff. Continual training is vital to maintain quality services and efficiency levels.

5.7 COMMUNICATIONS.

Previously, we read that we "don't do it to people." We do things *with* people. When we do things with people, they are permitted to participate in the process. When we do things with people, we plan to implement a bilateral process of communications.

5.7.1 Campus Advisement.

a. There is a need to identify those programs and services which the campus community should be advised of.

b. There is a need to investigate the alternatives available for effecting such advisement.

c. There is a need to coordinate this effort with existing communication mechanisms.

d. There is a need to develop a method by which one can get input from the campus community regarding their "need to know".

5.7.2 Student Advisement.

a. Students participate in special classes, programs and services because they elect to do so. Therefore, any plan developed regarding that student's educational program, needs to be shared with that student.

b. This involves the use of a communications system that effects an understanding of and an agreement with the educational program designed.

5.7.3 Alternatives. The alternative means available to establishing good common communications are covered in detail in Section II, Identification.

5.8 IMPLEMENTATION METHODOLOGY.

Following our planning activities comes the implementation process. The following activities are important considerations in effective implementation.

5.8.1 Develop Strategies. Consider the alternatives available, the resources required; the resources available, key personnel; time lines; district policy and regulations; and, communication needs.

5.8.2 Coordination. Communicate the implementation process to key personnel; establish time lines; mobilize resources; obtain approvals and authority; advise potential participants; train staff; establish evaluation guidelines.

5.8.3 Monitor. Once implementation is effected, monitoring is a responsibility. Is the process going as designed; are all components operative; is evaluation data being collected; are time lines being met; are communication systems working; are resource expenditures in line; and are needs being met?

5.8.4 Evaluation. Evaluation is an on-going process, not a yearly activity. We constantly collect and analyze data to see if we are accomplishing what we set out to do, to see if changes are needed, or if objectives are realistic.

Section VI

BUDGET

BUDGET

SECTION VI

6.0 INTRODUCTION

The colleges must prepare and submit, by May 1st of each year, a college comprehensive plan. One required plan component is the budget summary. This section on budget is intended to help facilitate this process. It will include information on budget development, accounting for other funding sources and the concept of preliminary and final budgeting. The approval process will be covered, along with budget parameters and eligibility for direct excess cost reimbursement.

56026. DIRECT EXCESS COSTS. Direct excess costs are categorical expenditures by Community College districts as defined in subsections (a) through (f) below, which are expenses incurred as a result of meeting exceptional needs of students.

*(a) **Special facilities** costs are expenditures for space, equipment or furniture acquired or modified by the district and used by the student.*

*(b) **Special educational material** costs are expenditures for material specifically developed or purchased to assist the student in the learning process.*

*(c) **Educational assistance** costs are expenditures for specific persons employed and support resources used to assist students.*

*(d) **Mobility assistance** costs are expenditures for persons or equipment provided to assist handicapped students to move about the educational setting.*

*(e) **Transportation** costs are expenditures for persons or equipment modifications or related costs for transporting students for education purposes.*

*(f) **Program developmental services** costs are expenditures for college, regional and statewide activities for staff and program development which are approved by the Chancellor's Office and designed to implement the provisions of this chapter.*

6.1 APPORTIONMENT

The regulations provide for an apportionment to assist the colleges to recover their excess costs incurred for services to the handicapped. Those expenditures must have been made in support of students with exceptional needs in one or more of the categories listed in (a) through (f) above. The expenses incurred may be for supportive services and programs required to permit students to participate in regular college classes, activities and programs. They may also have been incurred for approved special classes and programs.

56032. SPECIAL CLASSES OR PROGRAMS. Special Classes or Programs means prescribed special instruction for students with specific educational needs. Such classes and programs may also be designed:

(a) for severely disabled students who cannot initially attend regular classes.

(b) to provide preparatory or supportive instruction to enable students to participate in activities provided for the general college population.

6.2 CALCULATIONS OF COSTS.

You may calculate costs for the categories listed in 56026 for the following expenditure items:

1000. Certificated personnel (contract and hourly)

2000. Classified personnel (contract and hourly)

3000. Employee benefits

4000. Books, supplies, and equipment replacement

5000. Other operating expenses
6000. Capital outlay

6.3 DEFINITION OF EXPENDITURE ITEMS.

1000. All persons employed in positions requiring state licensing or valid credentials in order to hold that position. (*Examples:* Administrator, Counselor, Instructor, Psychologist and Nurse.)

2000. All persons employed in positions that do *not* require licensing or credentials in order to hold that position. (*Examples:* Secretary, clerk, tutor, aides, readers and notetakers.)

3000. Payroll costs to cover the cost of employee benefits. (*Examples:* Workman's Compensation, Retirement, Insurance and Social Security.)

4000. The software necessary for the office, for instructional backup for instructors or direct instructional assistance for the student. (*Examples:* Office supply, tapes, film, test materials, page turners, mouth sticks, brailled materials, and equipment replacement.)

5000. Additional necessary and reasonable costs of operation. (*Examples:* Consultants, travel, rental contracted services, repair, printing and utilities.)

6000. Necessary and reasonable costs for the purchase of non-expendable items such as equipment, equipment modification and barrier removal. (*Examples:* Visualtek, tape recorders, braillers, special typewriters, office equipment, battery chargers and barrier removal.)

These expenditure codes (1000-6000) are part of the uniform accounting procedure used in education. See the business manager for extracting definitions and advice. Be sure to include inflation factors in budgeting, particularly in salaries and benefits.

6.4 BUDGET FORMAT

The categorical funding areas [56026 (a)—(f)] and expenditure object codes are found on the forms provided by the Chancellor's Office. See samples of these forms provided at the end of this section. Note the matrix arrangement with the categorical funding areas listed on the left (vertical axis) and the expenditure object codes across the top (horizontal axis).

Generally it is best to calculate costs by expenditure object code. Compute certificated salaries (1000). Enter these costs on the matrix following the categorical funding item which will reflect the reason why costs will be incurred. Do this for each object code. Then enter the totals in the total expenditures column.

Indirect costs will not be entered on the budget matrix. For example, if excess costs are forecast for a special class, determine what expenditure item(s) will make the cost an excess of class income (Section 6.5). Perhaps an aide is being used in the class. The indirect cost amount would be included in the cost of the aide. The amount would be entered under object Code 2000 (Classified salary). If it is an instructional aide, the amount would be entered on the "special education assistance" line in the 2000 column.

If there is an excess cost because of leasing special classroom facilities, the excess costs due to the lease cost, including indirect costs, would be entered under 5000 (other operating expense) and on the special facilities line.

6.5 MAXIMUM COSTS ALLOWABLE.

There is a maximum amount of apportionment that can be claimed by each college. Claim only direct excess costs and an amount not to exceed the allowable maximums.

56010. REGULAR AVERAGE DAILY ATTENDANCE (ADA) FUNDS. Student services and programs shall not be entitled to funds in excess of those needed to deliver such services and programs. The state allocation provided by law for direct excess costs is intended to only provide the districts reimbursement for such costs up to $785.00 for each student served, with the exception of those students identified as "severely disabled" as defined by Section 56018 of this chapter.

Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.

The average daily attendance (ADA) generated by students in a special class or program must be expended for that class or program to help pay for the direct costs incurred for lowered instructor-student ratios or other support services.

6.5.1 Note that the maximum amount claimed cannot exceed the number of students served times $785.00 annually. *Care must be taken to avoid any duplicated counts.* Students may participate in different program areas (i.e., credit and non-credit) or be receiving supportive services and *also* be in a special class. Each student can only be counted once. There is an exception to the $785.00 (Section 6.6).

6.5.2 Note also that all income (i.e., total ADA) generated by a special class or program must be accounted for before excess costs are claimed. If a class costs $15,400 and is generating an income of $15,200, there is only an excess cost of $200.00 and only that amount may be claimed. Enter the $200.00 using the expenditure object code which obviously accounts for the excess costs and on the appropriate categorical fund line.

6.6 LIMIT EXCEPTION.

Section 56082 (c) of the regulations denote an exception to the $785.00 limit per student served. This provides for up to $1,570.00 per student served for severely disabled students.

6.7 PROGRAM DEVELOPMENTAL SERVICES. [See Section 56008 (c)]

Earlier it was discussed that 5% was the amount established this year to be used for program development services. This amount will be established each year and the colleges advised. If a college does not expect to use the full percentage allowable, it is important that a state specialist be notified. This will release funds for use by those colleges with a greater need for funds to support workshops, research, special project and the like. *It is important to give this advisement for any budgeted funding which will go unused at the earliest possible date.*

56084. OTHER SUPPORT FUNDS. Districts applying for direct excess cost funds must certify on a form supplied by the Chancellor that reasonable efforts have been made to secure federal or local funds other than short-term grants for handicapped programs.

6.8 LOCAL INCOME.

The resources (Special Apportionment) made available by these regulations are limited. Therefore, it is imperative that we identify other resources available to support local program needs. Colleges must certify that this is being done. The excess cost reporting forms (see examples) have an item listed, labeled as 'Local Funds'. Enter the total of such other funds made available as that item. The local income item *is not* there to indicate ADA (Average Daily Attendance). ADA is used to calculate special classes and programs excess costs only.

6.9 FEDERAL FUNDS.

The form also has an item entitled 'Federal Funds'. Here enter any funds from federal sources which, like local funds, have the effect of reducing your gross total of excess costs. The most common federal fund applicable is the Vocation Education Act (VEA) Part B Entitlement Fund, designated for use in the support of handicapped students. See a Vocational Education Administrator regarding these funds.

6.10 BUDGET TIME LINES.

6.10.1 Colleges are required to submit their first budget as part of their comprehensive plan by May 1st each year. This is a preliminary budget. It advises the Chancellor's Office of your budget forecast, or intent. They analyze this data along with the total amount available statewide.

6.10.2 Subsequent to the colleges May 1st input, the colleges will be advised in a timely manner by the Chancellor's Office as to the total of funds available to support programs for the handicapped.

6.10.3 The college's final budget for direct excess costs is due in the Chancellor's Office by October 15th each year. The enrollment census (see Section VII Reports) is also due at this time. Based upon this October input, final decisions regarding the apportionment of funds will be made and colleges advised.

6.11 BUDGET IMPLEMENTATION.

Each district, having received advisement regarding apportionment available, must make individual decisions on budget implementation. If less than 100% of budgeted direct excess costs are going to be reimbursed, the district must consider such options as:

6.11.1 Reduced budget to lessen district costs.

6.11.2 The extent of district commitment of resources to cover non-reimbursable costs.

6.11.3 Methods of deferring non-reimbursable costs.

6.11.4 Other funding sources.

6.11.5 Alternate methods of meeting program objectives.

6.11.6 New program objectives.

It is conceivable that the state might set expenditure limits by funding categories. PDS is limited to 5% for 1977-78. The colleges may be advised, (for example only) that transportation expense will be limited to 7%. The same decisions as were made above, will have to be made following this kind of advisement.

6.12 BUDGET REVISIONS.

If a college finds it necessary to increase their budget, they must get prior approval. Colleges that realize they will not use the whole of their budget should advise the Chancellor's Office at once. These funds, if released, might greatly benefit another college. Remember that funds that go unused under this chapter for a given year, revert to the general fund *and are lost* for our purposes in serving the handicapped.

6.13 FILING BUDGETS.

Time lines for budget filing are reviewed in Section VII, Reports.

6.14 PLANNING THE BUDGET.

Budgeting is the process of estimating proposed expenditures for planned activities within a given time period and proposing the means of financing those activities. It is the activity that exacts the share of resources from the district, the state, and other sources, to permit the delivery of programs, classes, services and activities to students with handicaps. It is a logical part of the planning process. The following steps will be of assistance in direct excess cost budget development.

6.14.1 **Analyze Plan.** Do an analysis of each component of your plan, such as supportive services, programs and special classes. A separate budget for each plan component is needed.

6.14.2 **Identify Resource Requirements.** For each plan component, make two lists.

a. A list of those resources for which no expenditures will be required. This may include facilities and equipment, or resources being made available from another source. (i.e., volunteered, loaned or donated equipment, etc.) This list will be needed later to coordinate these resources but will not be used further in budgeting.

6.14.3 **Cost Determination.** Secure cost information on all expenditure items. Check with personnel on salaries and with payroll or accounting on payroll costs (benefits). Make sure to provide these resource personnel with your time lines so they can include any inflationary factors. Purchasing can supply cost figures on all items to be purchased or leased. Facilities can supply costs for construction activities. Most items can be costed out by these district personnel.

6.14.4 **Total Expenditures.** Total up your costs for each object code item, for each plan component. These totals are then combined, by object codes, for the budget, with one exception (See 6.14.5).

6.14.5 Special Classes and Programs. (See Section 65010)

Having computed the total costs for each special class, one more calculation is necessary on each class before incorporating these costs in the direct excess cost budget.

Account for all anticipated income to be generated by average daily attendance (ADA). The business manager can be of assistance in computing ADA incomes as it will vary by district. First forecast (it should be in the plan) the number of students intended to be served in that class, and the average hours daily attendance anticipated. Remember to allow for absences.* Based upon the attendance forecast, you will be advised on how to calculate ADA income.

*Some classes receive ADA on a positive attendance basis, and absences will have a high impact on income. Check on this with your business manager (i.e., Adult Education).

6.14.6 Draft Budget. If one is responsible for less than the total program budget, submit budget data for each component to the District Coordinator (or other appropriate administrator). The total of the components are incorporated into one district budget for direct excess costs. The budget then goes into the proper channels for approvals prior to being submitted to the state.

6.15 CLAIMS.

Claims for reimbursement may be made only for those direct excess costs actually expended or encumbered (district has legal obligation to pay) by the district. Before the final (annual) direct excess costs claim is made, *actual costs* must be computed.

When we budget for special classes and programs we do so based upon a *forecast* of expenditures and income. When claiming final reimbursement, we will do so based only upon *actual* costs and income. (See Sections VII, Reports, for claim time lines.)

6.16 AUDIT TRAIL.

It is important that you have documentation to back-up all claims. Ask your business manager about audit trails and get help in establishing procedures for documentation.

6.17 FINANCIAL REFERENCES.

6.17.1 State Allocation. Total state allocation for Direct Excess Cost activities is given in ECS 170303.6 (b):

Twelve dollars and nineteen cents ($12.19) multiplied by the average daily attendance during the preceding school year credited for purposes of state apportionments to all community colleges districts for the purpose of Article 12 (commencing with Section 18151) of this chapter.

6.17.2 District Apportionment. Disbursement of the gross state amount available as provided in the above formula is described in ECS 18151 (a), 18151 (e) and 25506.5:

18151 (a). The Chancellor of the California Community Colleges shall apportion to each Community College District for the facilities, special educational material, educational assistance, mobility assistance, transportation, and program developmental services for handicapped students enrolled at a Community College as defined in Section 25506.5. For those who have demonstrated a need for such services, an amount not exceeding seven hundred eighty-five dollars ($785) in each fiscal year will be allocated for each such handicapped student.

(e) Notwithstanding subdivision (a), the Chancellor may, upon recommendation of the Director of Rehabilitation, allocate amounts up to twice the amount authorized in subdivision (c) of Section 25506.5; provided, however, that any allocations made pursuant to this subdivision (e) shall not result in an increase in the total amount of funds allocated pursuant to this section. Allocations in excess of seven hundred eighty-five dollars ($785) per student shall be provided only to programs identified by the Chancellor and the Director of Rehabilitation in accordance with rules and regulations adopted pursuant to subdivision (b).

25506.5 (b) As used in this section, "Handicapped Students" are persons enrolled at a community college who cannot benefit from the regular educational program provided by the Community College at which such students are enrolled, without special services and programs, because of a physical, communication, or learning disability as defined by the Director of Rehabilitation in cooperation with the Chancellor of the California Community Colleges, following public hearings. Such a disability shall be defined in a manner consistent with the definitions given in this subdivision.

College: ____________________ Submitted For: 1. May 19___ (Projection)
2. Oct. 19___ (Actual Census Count)
3. Feb. 19___ (Enrollment and Budget Update)

COLLEGE ANNUAL ENROLLMENT AND FUNDING SURVEY
HANDICAPPED STUDENTS

(Advisement Survey Pursuant to California Administrative Code, Title 5, Section 56062)

I. UNDUPLICATED HEAD COUNT OF ENROLLED DISABLED STUDENTS RECEIVING SERVICES

A. Total Eligible Students Receiving Services ________

B. Total Eligible Severly Disabled Students (Not included in "A" above: Prior approval required from Department of Rehabilitation.) ________

II. PROJECTED EXCESS DISTRICT COSTS FOR FISCAL YEAR 19 -19
(Do Not Include Expenditures Met By ADA Funds)

	EXPENDITURE OBJECT CODES - Budget and Accounting Manual						TOTAL EXPENDITURES
	1000 *	2000 *	3000 *	4000 *	5000 *	6000 *	
SPECIAL FACILITIES							
SPECIAL EDUCATIONAL MATERIAL							
S[illegible]CIAL [illegible]ATIONAL [illegible]STANCE							
MOBILITY ASSISTANCE							
TRANSPORTATION							
PROGRAM DEVELOPMENTAL SERVICES							

TOTAL EXCESS DIRECT COSTS $________

III. OTHER FUNDS RECEIVED

A. Local Gifts & Grants (Not ADA) $________

B. VEA Funds (Only if VEA Expenditures Included Above) $________

C. Total Other Funds $________

D. Total Excess Direct Costs Less VEA Funds $________

____
(Prepared By)

____
(Date)

____
(Title)

( )______________________
(Telephone Number)

*1000 - Certificated Salaries
*2000 - Classified Salaries
*3000 - Staff Benefits
*4000 - Books, Supplies and Equipment Replacement
*5000 - Contracted Services and Other Expenses
*6000 - Capital Outlay

FORM CCC-SS-1 (Revised 10/77)

College ____________________

Submitted For:
1. May 19___
2. Oct. 19___
3. Feb 19___

	Unduplicated Head Count Identified By Disability Column 1	No. Students In Col. 1 Who Are Clients of the Dept. of Rehab. Column 2	No. Students In Col. 1 Who Are Enrolled In Voc. Ed. Courses Column 3
I. Physical Disability			
A. Vision Deficit	________	________	________
B. Mobility/Orthopedic Deficit	________	________	________
C. Other Health Deficits	________	________	________
II. Communication Disability			
A. Hearing Deficit	________	________	________
B. Speech Deficit	________	________	________
III. Learning Disability *			
A. Neurological Deficit	________	________	________
B. Biochemical Deficit	________	________	________
C. Developmental Deficit	________	________	________
TOTAL	________	________	________

* ______________________________
Signature of staff qualified to identify and develop prescriptive educational plan for Learning Disability students

____
Official title

(   ) ______________________________
Telephone number

Please Estimate Number of Students Utilizing Each Category (Duplicated Count Allowable)	Categorical Funding Areas
	Special Facilities
	Special Educational Material
	Special Educational Assistance
	Mobility Assistance
	Transportation

Please return this form to:

Academic Affairs Unit
California Community Colleges
1238 S Street
Sacramento, CA 95814
(916) 445-1163

CALIFORNIA COMMUNITY COLLEGES
HANDICAPPED STUDENTS
DIRECT EXCESS COST REIMBURSEMENT

I. UNDUPLICATED HEAD COUNT OF ENROLLED HANDICAPPED STUDENTS RECEIVING SERVICES

A. Eligible Handicapped Students ____________

B. Eligible Severely Disabled Students (Not included in Item A above. Prior program approval required.) ____________

II. EXCESS DISTRICT COSTS (ROUND TO NEAREST DOLLAR)

	EXPENDITURE OBJECT CODES						TOTAL EXPENDITURES
	1000	2000	3000	4000	5000	6000	
SPECIAL FACILITIES							
SPECIAL EDUCATIONAL MATERIAL							
SPECIAL EDUCATIONAL ASSISTANCE							
MOBILITY ASSISTANCE							
TRANSPORTATION							
GRAM DEVELOPMENTAL SERVICES							

TOTAL EXCESS DIRECT COSTS $____________

III. OTHER FUNDS RECEIVED (ROUND TO NEAREST DOLLAR)

A. Local Funds $____________

B. Federal Funds $____________

TOTAL $____________

I, the District Superintendent, hereby certify that the information provided on this form is in accordance with Education Code Section 84850 and California Administrative Code, Title 5. Prior approval has been received from the Chancellor's Office, Academic Affairs Section, for services and programs for students reported in Section I.B, and a copy of the approval is attached. All federal and local funds available for programs for handicapped students are being utilized and are reported in Section III.

APPROVED: ____________________
District Superintendent

DATE ____________________

FOR SUPPLEMENTAL INFORMATION CONTACT:

District Employee ____________________

Phone ____________________

Period: 1st/2nd/Annual 19__-__

____________________ District

____________________ County

CCAF-326 (Rev. 3/77.rm)

Code No. ▨ ______
Co. District

INSTRUCTIONS

1- Each district incurring direct excess costs due to programs and services for handicapped students shall submit an original and one copy of this form to the Chancellor's Office, Fiscal Services Section, on or before the following dates:

First Period - January 15
Second Period - April 30
Annual Report - July 15

Individual college reports are not required. Submit a district composite only. Forward an informational copy to the appropriate county superintendent of schools.

2- Enrollment data shall be reported as an unduplicated head count of enrolled handicapped students receiving services. A student enrolled during one or more terms shall be counted only once per reporting period each fiscal year as follows: a) first period report shall include any student enrolled between July 1 and December 31; b) second period report shall include any student enrolled between July 1 and April 15; and c) annual report shall include any student enrolled between July 1 and June 30.

3- Programs and services for students reported in Section I.B must have prior approval by the Chancellor's Office. A copy of the approval must be attached to this form or the claim will be returned or disallowed.

4- Cost data shall be reported by expenditure object codes as defined in the California Community College Budget and Accounting Manual. For the first period report budgeted or estimated expenditures are to be reported. Actual expenditures shall be reported on the second period and annual reports.

5- Local funds reported in Section III are contributions received from local organisations specifically earmarked for programs for the handicapped, not local tax revenue.

6- State apportionments shall be made only to districts which certify that all federal and local funds available for programs for handicapped students are being utilised and are reported in Section III.

Section VII

REPORTS

REPORTS

SECTION VII

7.0 INTRODUCTION.

This section is intended to provide information and regulations regarding the colleges reporting responsibilities. Included will be the dates by which the reports specified in the regulations are due. A check list regarding these due dates will be found at the end of this section. You will find in the regulations that in addition to these specific due dates, there will be other times when information will be required of the colleges. Therefore, the references made in this section are not to the exclusion of any other reporting requirements which may be made by the Chancellor's Office.

7.1 BUDGET REVISIONS.

The colleges are advised to notify the Chancellor's Office immediately if any budget revisions are to be made. There is no specified due date for such notification. If a budget is to be revised upward, approval of that revision must be obtained before any additional funds are expended. If a budget is to be revised downward, it is imperative that the Chancellor's Office be notified immediately. There may be other colleges in great need of those funds to support their program for the handicapped.

56064. COLLEGE COMPREHENSIVE PLAN.

(a) Comprehensive annual plans shall be prepared separately by each college to be submitted by its district to the Chancellor and Director of Rehabilitation. Such plans shall be submitted on or before May 1st of each year, or at such other time during the fiscal year as designated by the Chancellor.

(b) Each plan shall include, but need not be limited to, the following components:

(1) Statement of philosophy and needs
(2) Population to be served
(3) Proposed services and programs
(4) Program goals and objectives
(5) Proposed activites to meet those objectives
(6) A plan for coordination of college resources
(7) A plan for inservice training
(8) A statement of the evaluation plan
(9) A plan for interagency coordination of resources
(10) Budget Summary

7.2 COLLEGE COMPREHENSIVE PLAN.

Colleges who desire to use the direct excess cost funds made available by these regulations must file a college comprehensive plan each year by May 1st. The plan is to be submitted as approved by the college district. In multi-college districts, however, each college plan is to be separate. An analysis of the regulations reveals a number of mandates which must be incorporated into each comprehensive plan by the colleges, to insure their compliance with the regulations. This list of compliance mandates can be found in Section I (1.2.2) of this manual. One required component of the college comprehensive plan is a budget summary. This is the preliminary budget referred to in the budget section.

56062. ENROLLMENT AND BUDGET SURVEYS. The administrator responsible for comprehensive planning for each college shall, upon request, submit to the Chancellor's Office, on forms to be provided, enrollment data, projected expenditures, income for supportive services and programs, and such other pertinent data as required. Such information shall be used to determine the state's direct excess cost balance, and to inform districts of such balance so that they may plan for a potential allocation deficit.

7.3 ENROLLMENT AND BUDGET REPORTS.

The preliminary budget is due with the college comprehensive plan by May 1st of each year. This budget information is critical, because it is based upon this data from all the colleges that the Chancellor's Office will make an analysis regarding the allocations which will be available to the colleges for that school year. The first survey of enrollment is likewise due along with the preliminary budget information by May 1st. This survey of enrollment data, like the preliminary budget, is just a forecast of proposed enrollments and direct excess costs.

The Chancellor's Office will provide the colleges with advisement regarding the total allocations that will be available as soon as possible after receipt of all preliminary budgets. A final survey of enrollment and budget is due from the colleges by October 15th of each year. Approval and/or advisement regarding the final budget will be given to the colleges shortly thereafter.

The survey of enrollment data is very important for several reasons. First, it requires identification of those students who are in need of, and eligible for, supportive services, programs and special classes. Second, it is imperative that the colleges provide information on enrollment that is free from any duplicated count. That is, a student in the district receiving services under programs for the handicapped should not be counted more than once. This enrollment information also makes possible an analysis at both the local and state level regarding the amount of funds available that are being expended on a per capita basis. Enrollment and budget data are provided the Chancellor's Office on their forms, as provided. The form currently in use can be found at the back of the budget section (Section VI).

We earlier discussed the need (in the Budget Section) to establish an audit trail. You may be required in an audit to identify those students that were reported in your survey of enrollments. Therefore, during your survey, information should be obtained on those students and be maintained so as to be available as needed.

The survey to identify those eligible students to be served under the program for the handicapped should be conducted during the regular census week(s) of the college. This will provide the opportunity to identify each semester, quarter or term, in which those eligible students are participating in the program. Remember that the total of such students provides one of the parameters regarding the maximum of funds that can be granted to each college. (See Budget, Section VI.)

7.4 EVALUATION.

Section 50666 of the regulations covers evaluation. It states that on or before July 15th, or as advised by the Chancellor's Office, each college shall submit an evaluation of its total program on forms to be provided. Therefore, one of the reporting requirements that each college has is to provide this evaluation data as advised by the Chancellor's Office.

56082. APPLICATION FOR DIRECT EXCESS COST FUNDS.

(a) Application by districts for Direct Excess Cost Funds shall be on the forms designated by the Chancellor, reported at the same time as regular average daily attendance (ADA) apportionment reports after census week. Reimbursement will be made to the district in the same manner as regular apportionment.

(b) Up to $785 per student served is allowable for reimbursement to a district for direct excess costs as authorized by Section 56026 of this chapter.

(c) Exception. For high cost services and particular programs for the severely disabled, upon recommendation of the Director of Rehabilitation, on forms to be provided, the Chancellor may allocate, as available, amounts up to $1,570.00 per student served per fiscal year to provide for direct excess costs for such services and programs. Allocations in excess of seven hundred eighty-five dollars ($785) per student served shall be provided only to programs identified by the Chancellor and Director of Rehabilitation after consideration of at least the following factors:

(1) Projected fiscal costs of the comprehensive plan.

(2) The number of students served according to their category of disability.

(3) The number of severely disabled students as included in the count in (2).

(4) The student instructor ratio.

(5) Identification of the specific high cost expenditures relating to the severely disabled students.

7.5 APPLICATION FOR FUNDS.

The form currently being used to make application for funds can be found at the end of the Budget Section, Section VI. These applications are due by January 30th, April 30th, and July 15th of each year.

56084. OTHER SUPPORT FUNDS. Districts applying for direct excess cost funds must certify on a form supplied by the Chancellor that reasonable efforts have been made to secure federal or local funds other than short-term grants for handicapped programs.

7.6 OTHER SUPPORT FUNDS.

Currently it is recommended that certification regarding colleges' efforts towards securing other support funds be included in your college comprehensive plan. The regulations, however, clearly state that forms may be provided for this purpose by the Chancellor's Office. These forms are not currently available and no due date is specified for this certification other than the recommendation that it be included in the college comprehensive plan.

7.7 ASSEMBLY CONCURRENT RESOLUTION 201.

The California Postsecondary Education Commission (CPEC) has mandated that California Postsecondary Institutions provide information regarding handicapped students being served. The Chancellor's Office will have the responsibility of collecting data from the colleges to provide CPEC with this information.

56058. PLANNING. The Community College District Master Plan, as provided for in Section 55402 of this Part, shall include planning for supportive services and programs for students with exceptional needs. Space and capital outlay needs for supportive services shall be incorporated into the plan for capital construction provided for in the Education Code, Section 20066.

7.8 ADMINISTRATIVE RESPONSIBILITY.

The colleges are required to submit annually their Community College District master plan. The administrator responsible for the college's program for the handicapped must be aware of Section 56058 of the regulations and be responsible to facilitate its intent.

7.9 CHECKLIST.

The following check list is intended to summarize those reports and due dates as specified in the regulations or subsequently established by the Chancellor's Office. Reports and information that may be required by the Chancellor's Office, where no due date is yet established, will not be included in this summary.

7.9.1 Budget.

a. Preliminary budget due May 1st.

b. Final budget due with fall census report.

7.9.2 Enrollment data.

a. A forecast of enrollment data due May 1st.

b. Actual enrollment data due with fall census report.

7.9.3 College Comprehensive Plan.

a. Due May 1st.

b. Revisions due with fall census report.

7.9.4 **Evaluation.**

a. Due July 15th, or, as advised.

7.9.5 **Application for Funds.**

a. First apportionment applications due January 30th.

b. Second apportionment applications due April 30th.

c. Final annual apportionment applications due July 15th.

Section VIII

EVALUATION

EVALUATION

SECTION VIII

8.0 PURPOSE OF EVALUATION.

Earlier in this manual the statement was made that every education plan must include an evaluation component. There are many reasons for this, but among the most essential would be:

8.0.1 We need to determine if our assessment regarding the needs of students was accurate.

8.0.2 We need to examine our educational planning to determine if it was adequate to meet identified needs.

8.0.3 We need to monitor the delivery system to determine that the means by which we are attempting to meet students needs are being efficiently managed.

8.0.4 Most importantly we need to determine if student needs are being met.

8.0.5 We need the input that evaluation provides us to enable improvements of programs and services.

8.0.6 The enabling regulations for programs for the handicapped mandate both local and statewide evaluation.

Another major reason for incorporating an evaluation section to this manual is the survey of enabler needs taken several years ago. That survey revealed that a majority of the college specialists (enablers) were seeking assistance in developing and applying an effective program of evaluation.

8.1 INTRODUCTION.

Professionals in the field of education realize that evaluation is one of their essential responsibilities. The uninitiated sometimes find evaluation an overhwelming task. It does not, however, need to be this way. Evaluation is simply a process for collecting the kinds of data which will permit our assessment of what is being or has been accomplished. We want to know where we were at the beginning, what we did about it, how we got where we are and our results. We want to be able to measure any changes that took place, have an understanding regarding what brought about those changes, and we want to know if we accomplished that which we set out to do. This section will review those aspects of the regulations most relevant to evaluation, and attempt to provide guidelines to effective evaluation programs. Much of the colleges evaluation activity will be in response to evaluation instrumentation provided by the Chancellor's Office. Those instruments will become part of this manual, as developed, and will provide the basis for additional evaluation planning activities.

8.2 DELIVERY SYSTEM EVALUATION.

There are three discrete phases to the educational delivery system that require evaluation. These are:

8.2.1 **Preparation.** This is that phase in which we prepare and plan for the delivery of educational services and programs. We have the need to know: were our goals properly conceptualized; were our objectives reasonable and valid; were we familiar with applicable regulations and district policy; were resources made available adequate to delivery needs, such as staff, facilities and equipment; were communications effective; were necessary articulation needs met and coordinated; and, were the means of delivery properly provided for?

8.2.2 **Process.** The process is the means by which we deliver educational services and programs. This is an implementation activity and requires an on-going evaluation (monitoring) to assess the effectiveness of the delivery system. By maintaining an in-process evaluation system, we can immediately make necessary revisions in the delivery system to improve upon the systems and programs being participated in by our students.

8.2.3 **Product.** The product is the outcome or result of our activities. We need to know the results of our preparation and process activities. Often, evaluators will focus in on the product alone and for-get the preparation and process phases. We want to know the results, but we also want the kind of assessment which will permit us to evaluate why those particular results were realized.

8.3 DATA BASE.

It is mandatory to effective evaluation that the evaluator have an adequate data base. If we are to effectively evaluate the product (result) of our services and programs, we must be able to equate the results to some measurable starting point. We might say that during the 1977-78 school year 63 students benefitted by our pre-registration program. This is meaningless unless we have something to measure that result against. There are two primary data base methods available to us.

8.3.1 **Baseline Data.** Baseline data simply means having available to us that information needed to describe circumstances prior to implementing a new program. If we previously had pre-registration programs, a data base would be the knowledge that during the 1976-77 year only 13 students benefitted by pre-registration procedures. Here, by using baseline data, the evaluator can show an increase of 50 students. Another example of data base would be the information contained in our needs assessment. Prior to implementing a program for pre-registration, we will have determined that a need exists for it. Our needs assessment might have indicated that 300 students needed the supportive services of pre-registration. In this instance, having had 63 students benefit from the pre-registration program gives us a different evaluation result. Another example of the use of baseline data would be where it is our objective to increase enrollment of students by 100%. We need to know how many students were enrolled prior to the implementation of our new program to be able to properly assess the results.

8.3.2 **Measurable Objectives.** The use of measurable objectives is quite standard in education. Here, the educator, (planner) pre-determines during the planning process what an acceptable result will be. Given well written measurable objectives, the evaluator needs the kind of data to determine if those pre-determined results were in fact realized. As previously stated, however, a total evaluation system will not only give the evaluator a measurement of result but also will provide information regarding the reasons why that result was realized.

The evaluator will want to consider the need for baseline data and/or measurable objectives when developing an evaluation program.

8.4 EVALUATION CHECKLIST.

The following questions may be of assistance in developing an evaluation program.

8.4.1 Does the evaluation plan specify a strategy for conducting the evaluation study?

8.4.2 Has the person(s) selected to conduct/implement the program evaluation been identified?

8.4.3 Have intended program outcomes (goals) been identified?

8.4.4 Are the objectives clearly stated in performance objective terms?

8.4.5 Are the activities necessary to meet the student's educational needs thoroughly identified?

8.4.6 Have the assessment instruments been developed/selected prior to or concurrently with the program plan?

8.4.7 Have specific criteria (standards) been defined and described prior to the evaluation?

8.4.8 Are there explicit items explaining who, how, and when the program activities will be monitored?

8.4.9 Does the plan include the data collecting procedures for all areas of the evaluation study?

8.4.10 Does the plan provide for a time schedule of activities for each evaluation task?

8.4.11 Have the legal requirements of the evaluation been identified and the necessary resources utilized?

8.4.12 Does the plan include provision for getting feedback from all sources about the areas of program needing improvement and potential solutions for improving the program?

8.4.13 Has the format for the final report been designed for clear and effective reporting?

8.5 EVALUATION FUNCTIONS.

There are five primary functions (components) to any evaluation procedure.

8.5.1 **Goals and objectives.** The planning section of this manual provided information on the development of goals and objectives. The evaluator must clearly define the goals. There are two tests that all goals must meet. The first is that the goal must advance the system towards corresponding (institutional) goals. The second is that a goal must fully communicate to a reasonable person.

The objective(s) must be stated in performance terms. A well written measurable objective will include at least:

a. *A behavioral statement.* What behavior will be affected? (i.e., typing).

b. *A criterion statement.* What standard or level of achievement is expected?

A measurable objective may also include a conditional statement. Conditional statements, or 'givens', specify any necessary conditions under which the demonstration of behavior will be measured (i.e., on an electric typewriter; during a 5-minute test).

8.5.2 Criteria. The evaluator will clearly identify the criteria against which performance is to be measured. This criteria is derived from the objective, (the criterion statement).

8.5.3 Instrument. The evaluator will develop the necessary instruments and/or procedures by which data can be collected that will be relevant to criteria measurement.

8.5.4 Data. The data collection instruments and procedures are used to collect and analyze the necessary data.

8.5.5 Application. The data is interpreted to provide a program evaluation. Persons involved in evaluation must consider evaluation as a closed loop. That is, it is not a one time end result activity. Each time an evaluation is concluded, the results become input to be used to improve upon the educational services and programs being provided to students.

8.6 EVALUATION TASKS.

The following tasks or proceduralized steps were developed at the Summer Enabler Institute to assist education personnel in the evaluation process.

8.6.1 Describe Program Goals. In this task, there is the need to state the goals, or intended program outcomes, for the program. Remember, these goals should be derived from State, District, and Local goals, and should reflect the needs of the student.

8.6.2 Formulate Enabling Objective(s). The primary objectives are developed and written in performance objective terminology. The well written objective will answer the following questions. Who does what, when, and under what conditions? How much will be done and how will it be measured?

8.6.3 Specify Activities. There is a need to specify those activities that will be used to meet stated objectives. This task requires the identification of those actual activities that need to be implemented to achieve each stated objective. The activities will identify procedures, available resources, and the means of implementing programs to accomplish objectives.

8.6.4 Develop Assessment Instruments. There are two essential steps to this task. First, there is a need to determine what data is necessary to permit program assessment. Second, there is a need to develop the instrumentation and procedures necessary to collect that data (Be sure to pilot-test.)

8.6.5 Determine Performance Criteria. There is a need to identify quantitatively those program outcomes to be achieved. The program objectives will provide you with the required information to identify the standards or levels of achievement that are expected. This is necessary to permit an assessment as to the effectiveness of the program.

8.6.6 Develop a Monitoring System. Determine what program activities need to be monitored and who will do that monitoring. Establish a procedure and a time line for monitoring activities, and identify the data that needs to be collected and a method of collecting, recording and reporting that data.

8.6.7 Specify Collection Procedures. Here data collection resources are identified, a data collection schedule is devised, and procedures are developed for the total data collection process.

8.6.8 Developed Evaluation Time Lines. The entire program evaluation plan needs to be organized to assure completion of each major task at the appropriate time. The best methodology to assist in this process is a time line or a time table for the evaluation program.

8.6.9 Determine Required Resources and Obtain Approvals. In this task it is necessary to determine those resources which will be necessary to program evaluation. The resources will include personnel, materials, equipment, time and space. Approvals will be obtained to permit this evaluation process and to permit the use of necessary resources.

8.6.10 Develop Report Format. Since a great deal of data may be collected, it is essential to develop a format for the use of that data. The format should permit the clear communication of evaluation procedures, a presentation of the data, and conclusions and recommendations.

56066. EVALUATION.

(a) ***District and College Evaluation.*** *On or before July 15th, or as otherwise directed by the Chancellor, each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation. Forms for the evaluations shall be developed and provided by the Chancellor's Office. The components of this evaluation shall include, but need not be limited to:*

(1) A description of each program or service provided.

(2) The number of students benefitting from each service or program.

(3) Information and supporting data indicating the extent to which each specific program objective, as set forth in the comprehensive plan, was achieved.

(4) Explanations of discrepancies between objectives and achievements.

(5) Total expenditures of each program or services provided.

(6) Characteristics of the population served, including age, sex, minority status, and an unduplicated count of disability conditions.

8.7 REQUIRED EVALUATION.

An evaluation as provided for in Section 56066 has not yet been called for by the Chancellor's Office. The evaluation procedures are currently being developed. When complete, the instrumentation to be used for evaluation purposes will be distributed for inclusion as part of this manual section.

8.8 DATA REQUIREMENTS.

The college comprehensive plan specifies proposed services and programs. Section 56066 states that part of the evaluation will require a description of those services and programs that were actually provided. Good records will need to be maintained to permit the reporting of the number of students that benefitted from each individual service or program. The college comprehensive plan was to have included an objective(s) for each specific service or program. Information and supporting data will be required to specify the extent to which each objective was met. Where objectives were not met, an explanation will be required as to why the achievement was different from the stated objective. Information regarding the total cost (expenditures) for each specific program or service will be provided, along with information regarding the characteristics of the handicapped student served.

8.9 ESTABLISHING PERFORMANCE CRITERIA.

One difficulty that an evaluator may encounter is that the original objectives were not stated in performance terms. If this is the case, there is no criteria against which achievement may be measured. This indicates a weakness in the original comprehensive plan which should be corrected in subsequent years, but does not help the evaluator at the moment. There are two basic techniques available when this circumstance occurs to give the evaluator acceptable criteria to permit a measurement of achievement. They are:

8.9.1 Establish Criteria Empirically. If the plan was not written with performance (or measurable) objectives, contact a significant number of colleges whose general community and college characteristics would approximate your own. Determine what their stated program objectives were. A review of this data will provide you with parameters within which you can establish, retroactively, performance objectives for your own program.

8.9.2 Cognizant Persons. A second method of retroactively establishing evaluation criteria is by using the advice of cognizant persons. Call a meeting of persons with acknowledged expertise in programs for the handicapped. This could include College Administrators, your Advisory Committee and other staff members. It might also include persons with needed expertise who are not a part of your college community. This group of cognizant persons can review the original objectives as written, and restate them in measurable terms. Then, the evaluator will use those restated objectives for evaluation purposes.

8.10 STUDENT PROGRESS.

Section 56004 of the regulations states in part "the student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual." This speaks to the need to continually monitor the student's participation in supportive services, programs, or special classes, and to evaluate the results of such participation to determine if such support should continue.

8.10.1 Where students are receiving supportive services there needs to be a continuous assessment to determine whether continuation of those services are necessary.

8.10.2 Students participating in special classes and programs should have their progress assessed at reasonable intervals not only to determine that the individuals needs are being met, but that there is a need to continue the student in that special class or program.

8.10.3 Based upon the assessment of student progress a periodic review of the student's individual needs is indicated.

8.10.4 When evaluation data indicates that the student no longer has a need for supportive services, special classes and programs, the student's participation in supportive services and programs for the handicapped will be discontinued.

8.11 PROGRAM PLACEMENT.

Section 56060 of the regulations in paragraph (b) (4) states "a clear description of monitoring devices or procedures with assessed improvement of competency based on the education program designed being implemented". The regulations are clear that the colleges will be responsible to monitor and assess the progress of students participating in this program. Our basic purpose is to integrate students into the regular college activities and programs. Therefore, to continue to allow the participation of a student in special supportive services and programs when this is not necessary is both a disservice to the student and clearly contrary to regulations.

8.12 COMPREHENSIVE PLAN.

Section 56064 states "(b) each plan should include . . .(4) program goals and objectives". The regulations clearly provide for goals and objectives to be in each comprehensive plan, and they are essential for evaluation purposes.

8.13 EVALUATION COMPONENT.

Section 56064 further states that "(b) each plan shall include . . .(8) a statement of the evaluation plan. When a plan for the delivery of educational services and programs is developed, along with that plan is developed the evaluation component.

8.14 RANDOM SAMPLING.

A valuable technique for collecting data is the use of random sampling techniques. If there is a need to collect data on 10 students, there is the small task of contacting those 10 students. However, if there is a need to collect data from 1,000 students the problem is one of much greater magnitude. Random sampling techniques permit data to be collected from a relatively small number of those 1,000 students, and yet the results can represent the total population of 1,000. When the Los Angeles Times predicts the outcome of a presidential election, they do not contact every registered voter. Rather, they contact a very small number of registered voters using random sampling techniques. When properly done, random sampling permits you to make valid generalizations regarding a very large population, while collecting data from only a small segment of that population.

This manual is not the place to go into a long explanation of random sampling techniques. Most psychologists, however, or any researcher or statistician on your campus, can assist you in developing random sampling techniques to be used in program evaluation.

APPENDIX E

Section 504 of the Rehabilitation Act of 1973

federal register

WEDNESDAY, MAY 4, 1977

PART IV

THE NATIONAL ARCHIVES OF THE UNITED STATES • 1934 •

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

■

NONDISCRIMINATION ON BASIS OF HANDICAP

Programs and Activities Receiving or Benefiting from Federal Financial Assistance

OVERVIEW OF REGULATION

The regulation is divided into seven subparts. Subpart A (General Provisions) defines the important terms that are used throughout the regulation and states in general terms the discriminatory acts that are prohibited. It also sets forth what the Secretary believes is a simple, workable system of administration: assurances of compliance, self-evaluation by recipients, establishment of grievance procedures, and notification of employes and beneficiaries of the recipient's policy of nondiscrimination on the basis of handicap. The regulation covers all types of physical and mental impairments, including drug addition and alcoholism.

Subpart B, dealing with employment practices, bars discrimination by recipients of HEW assistance in recruitment, hiring, compensation, job-assignment and classification, and fringe benefits. It also requires employers to make reasonable accommodation to qualified handicapped applicants or employees unless it can be demonstrated that the accommodation would impose an undue hardship on the employer.

Subpart C sets forth the central requirement of the regulation—program accessibility. All new facilities are required to be constructed so as to be readily accessible to and usable by handicapped persons. Every existing facility need not be made physically accessible, but all recipients must ensure that programs conducted in those facilities are made accessible. While flexibility is allowed in choosing methods that in fact make programs in existing facilities accessible, structural changes in such facilities must be undertaken if no other means of assuring program accessibility is available.

Subparts A, B, and C of the regulation, as well as subpart G—which incorporates by reference the Department's procedures under title VI of the Civil Rights Act of 1964—apply to all recipients of financial assistance from the Department. The remaining subparts of the regulation contain more specific requirements applicable to three major classes of recipients.

Subpart D is concerned with preschool, elementary, and secondary education. Its provisions have been closely coordinated with those of the Education for All Handicapped Children Act of 1975 (Pub. L. 94-142). They require, basically, that recipients operating public education programs provide a free appropriate education to each qualified handicapped child in the most normal setting appropriate. The regulation also sets forth evaluation requirements designed to ensure the proper classification and placement of handicapped children, and due process procedures for resolving disputes over placement of students. While the Department does not intend to review individual placement decisions, it does intend to ensure that testing and evaluation procedures required by the regulation are carried out, and that school systems provide an adequate opportunity for parents to challenge and seek review of these critical decisions. And the Department will place a high priority on pursuing cases in which a pattern or practice of discriminatory placements may be involved.

Subpart E deals with postsecondary education. It proscribes discrimination against handicapped persons in recruitment, admission and treatment after admission. Colleges and universities are required to make reasonable adjustments to permit handicapped persons to fulfill academic requirements, and to ensure that they are not effectively excluded from programs because of the absence of auxiliary aids. Groups of colleges may not establish consortia exclusively for handicapped students.

Finally, Subpart F deals with health, welfare and other social service programs. It forbids discrimination in providing such services and requires larger recipients to provide auxiliary aids to handicapped individuals where necessary. Specific provisions require hospitals not to discriminate against addicts or alcoholics who need medical services and to establish emergency room procedures for communication with persons with impaired hearing. Under Subpart C, health and social service providers may satisfy their program accessibility obligations with respect to existing facilities by arranging to meet beneficiaries in accessible locations. In addition, small providers may refer patients or other beneficiaries to accessible providers as a "last resort" alternative to making significant structural changes.

EXECUTIVE ORDER 11914

Under Executive Order 11914 (41 FR 17871, April 28, 1976), the Department is required to issue general standards for other departments and agencies of the Federal government to follow in promulgating regulations implementing Section 504. This responsibility will be fulfilled promptly and independently from this regulation. The Department does, however, expect to incorporate the definition of handicapped person adopted in § 84.3 (j) of this regulation in the standards for determining what persons are covered by the Act. The Secretary also anticipates that the relevant provisions of Subparts A, B and C of the regulation will be the basis for guidelines, pursuant to the Executive Order, as to what are discriminatory practices.

ECONOMIC IMPACT

The Department has previously certified, in issuing the Notice of Intent and the Notice of Proposed Rulemaking, that the economic and inflationary impact of the proposed regulation had been carefully evaluated in accordance with OMB Circular A-107. That analysis, which was printed at 41 FR 20312 (May 17, 1976), has been revised and updated, and is available on request.

SECTION-BY-SECTION ANALYSIS OF REGULATION

Appended to the final regulation is a section-by-section analysis of the regulation, which describes the basis and purpose of each section, discusses significant comments, and explains the basis for any changes made from the proposed regulation published in July 1976.

In consideration of the foregoing, Part 84, to read as set forth below, is hereby ordered to be added to Title 45 of the Code of Federal Regulations.

Dated: April 28, 1977.

JOSEPH A. CALIFANO, Jr.,
Secretary, Department of Health, Education, and Welfare.

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APPENDIX A—ANALYSIS OF FINAL REGULATION

AUTHORITY: Sec. 504, Rehabilitation Act of 1973, Pub. L. 93–112, 87 Stat. 394 (29 U.S.C. 794); sec. 111(a), Rehabilitation Act Amendments of 1974, Pub. L. 93–516, 88 Stat. 1619 (29 U.S.C. 706); sec. 606, Education of the Handicapped Act (20 U.S.C. 1405), as amended by Pub. L. 94–142, 89 Stat 796; sec. 321, Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1970, 84 Stat. 182 (42 U.S.C. 4581), as amended; sec. 407, Drug Abuse Office and Treatment Act of 1972, 86 Stat. 78 (21 U.S.C. 1175), as amended.

Subpart A—General Provisions

§ 84.1 Purpose.

The purpose of this part is to effectuate section 504 of the Rehabilitation Act of 1973, which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.

§ 84.2 Application.

This part applies to each recipient of Federal financial assistance from the Department of Health, Education, and Welfare and to each program or activity that receives or benefits from such assistance.

§ 84.3 Definitions.

As used in this part, the term:

(a) "The Act" means the Rehabilitation Act of 1973, Pub. L. 93–112, as amended by the Rehabilitation Act Amendments of 1974, Public Law 93–516, 29 U.S.C. 794.

(b) "Section 504" means section 504 of the Act.

(c) "Education of the Handicapped Act" means that statute as amended by the Education for all Handicapped Children Act of 1975, Pub. L. 94–142, 20 U.S.C. 1401 et seq.

(d) "Department" means the Department of Health, Education, and Welfare.

(e) "Director" means the Director of the Office for Civil Rights of the Department.

(f) "Recipient" means any state or its political subdivision, any instrumentality of a state or its political subdivision, any public or private agency, institution, organization, or other entity, or any person to which Federal financial assistance is extended directly or through another recipient, including any successor, assignee, or transferee of a recipient, but excluding the ultimate beneficiary of the assistance.

(g) "Applicant for assistance" means one who submits an application, request, or plan required to be approved by a Department official or by a recipient as a condition to becoming a recipient.

(h) "Federal financial assistance" means any grant, loan, contract (other than a procurement contract or a contract of insurance or guaranty), or any other arrangement by which the Department provides or otherwise makes available assistance in the form of:

(1) Funds;

(2) Services of Federal personnel; or

(3) Real and personal property or any interest in or use of such property, including:

(i) Transfers or leases of such property for less than fair market value or for reduced consideration; and

(ii) Proceeds from a subsequent transfer or lease of such property if the Federal share of its fair market value is not returned to the Federal Government.

(i) "Facility" means all or any portion of buildings, structures, equipment, roads, walks, parking lots, or other real or personal property or interest in such property.

(j) "Handicapped person." (1) "Handicapped persons" means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

(2) As used in paragraph (j)(1) of this section, the phrase:

(i) "Physical or mental impairment" means (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

(ii) "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

(iii) "Has a record of such an impairment" means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

(iv) "Is regarded as having an impairment" means (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; (B) has a physical or mental impairment that substantially limits major life acitivities only as a result of the attitudes of others toward such impairment; or (C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

(k) "Qualified handicapped person" means:

(1) With respect to employment, a handicapped person who, with reasonable accommodation, can perform the essential functions of the job in question;

(2) With respect to public preschool elementary, secondary, or adult educational services, a handicapped person (i) of an age during which nonhandicapped persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such services to handicapped persons, or (iii) to whom a state is required to provide a free appropriate public education under § 612 of the Education of the Handicapped Act; and

(3) With respect to postsecondary and vocational education services, a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity;

(4) With respect to other services, a handicapped person who meets the essential eligibility requirements for the receipt of such services.

(l) "Handicap" means any condition or characteristic that renders a person a handicapped person as defined in paragraph (j) of this section.

§ 84.4 Discrimination prohibited.

(a) *General.* No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.

(b) *Discriminatory actions prohibited.* (1) A recipient, in providing any aid, benefit, or service, may not, directly or through contractual, licensing, or other arrangements, on the basis of handicap:

(i) Deny a qualified handicapped person the opportunity to participate in or benefit from the aid, benefit, or service;

(ii) Afford a qualified handicapped person an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded others;

(iii) Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others;

(iv) Provide different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others;

(v) Aid or perpetuate discrimination against a qualified handicapped person

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by providing significant assistance to an agency, organization, or person that discriminates on the basis of handicap in providing any aid, benefit, or service to beneficiaries of the recipients program;

(vi) Deny a qualified handicapped person the opportunity to participate as a member of planning or advisory boards; or

(vii) Otherwise limit a qualified handicapped person in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service.

(2) For purposes of this part, aids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

(3) Despite the existence of separate or different programs or activities provided in accordance with this part, a recipient may not deny a qualified handicapped person the opportunity to participate in such programs or activities that are not separate or different.

(4) A recipient may not, directly or through contractual or other arrangements, utilize criteria or methods of administration (i) that have the effect of subjecting qualified handicapped persons to discrimination on the basis of handicap, (ii) that have the purpose or effect of defeating or substantially impairing accomplishment of the objectives of the recipient's program with respect to handicapped persons, or (iii) that perpetuate the discrimination of another recipient if both recipients are subject to common administrative control or are agencies of the same State.

(5) In determining the site or location of a facility, an applicant for assistance or a recipient may not make selections (i) that have the effect of excluding handicapped persons from, denying them the benefits of, or otherwise subjecting them to discrimination under any program or activity that receives or benefits from Federal financial assistance or (ii) that have the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of the program or activity with respect to handicapped persons.

(6) As used in this section, the aid, benefit, or service provided under a program or activity receiving or benefiting from Federal financial assistance includes any aid, benefit, or service provided in or through a facility that has been constructed, expanded, altered, leased or rented, or otherwise acquired, in whole or in part, with Federal financial assistance.

(c) *Programs limited by Federal law.* The exclusion of nonhandicapped persons from the benefits of a program limited by Federal statute or executive order to handicapped persons or the exclusion of a specific class of handicapped persons from a program limited by Federal statute or executive order to a different class of handicapped persons is not prohibited by this part.

§ 84.3 Assurances required.

(a) *Assurances.* An applicant for Federal financial assistance for a program or activity to which this part applies shall submit an assurance, on a form specified by the Director, that the program will be operated in compliance with this part. An applicant may incorporate these assurances by reference in subsequent applications to the Department.

(b) *Duration of obligation.* (1) In the case of Federal financial assistance extended in the form of real property or to provide real property or structures on the property, the assurance will obligate the recipient or, in the case of a subsequent transfer, the transferee, for the period during which the real property or structures are used for the purpose for which Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits.

(2) In the case of Federal financial assistance extended to provide personal property, the assurance will obligate the recipient for the period during which it retains ownership or possession of the property.

(3) In all other cases the assurance will obligate the recipient for the period during which Federal financial assistance is extended.

(c) *Covenants.* (1) Where Federal financial assistance is provided in the form of real property or interest in the property from the Department, the instrument effecting or recording this transfer shall contain a covenant running with the land to assure nondiscrimination for the period during which the real property is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits.

(2) Where no transfer of property is involved but property is purchased or improved with Federal financial assistance, the recipient shall agree to include the covenant described in paragraph (b)(2) of this section in the instrument effecting or recording any subsequent transfer of the property.

(3) Where Federal financial assistance is provided in the form of real property or interest in the property from the Department, the covenant shall also include a condition coupled with a right to be reserved by the Department to revert title to the property in the event of a breach of the covenant. If a transferee of real property proposes to mortgage or otherwise encumber the real property as security for financing construction of new, or improvement of existing, facilities on the property for the purposes for which the property was transferred, the Director may, upon request of the transferee and if necessary to accomplish such financing and upon such conditions as he or she deems appropriate, agree to forbear the exercise of such right to revert title for so long as the lien of such mortgage or other encumbrance remains effective.

§ 84.6 Remedial action, voluntary action, and self-evaluation.

(a) *Remedial action.* (1) If the Director finds that a recipient has discriminated against persons on the basis of handicap in violation of section 504 or this part, the recipient shall take such remedial action as the Director deems necessary to overcome the effects of the discrimination.

(2) Where a recipient is found to have discriminated against persons on the basis of handicap in violation of section 504 or this part and where another recipient exercises control over the recipient that has discriminated, the Director, where appropriate, may require either or both recipients to take remedial action.

(3) The Director may, where necessary to overcome the effects of discrimination in violation of section 504 or this part, require a recipient to take remedial action (i) with respect to handicapped persons who are no longer participants in the recipient's program but who were participants in the program when such discrimination occurred or (ii) with respect to handicapped persons who would have been participants in the program had the discrimination not occurred.

(b) *Voluntary action.* A recipient may take steps, in addition to any action that is required by this part, to overcome the effects of conditions that resulted in limited participation in the recipient's program or activity by qualified handicapped persons.

(c) *Self-evaluation.* (1) A recipient shall, within one year of the effective date of this part:

(i) Evaluate, with the assistance of interested persons, including handicapped persons or organizations representing handicapped persons, its current policies and practices and the effects thereof that do not or may not meet the requirements of this part;

(ii) Modify, after consultation with interested persons, including handicapped persons or organizations representing handicapped persons, any policies and practices that do not meet the requirements of this part; and

(iii) Take, after consultation with interested persons, including handicapped persons or organizations representing handicapped persons, appropriate remedial steps to eliminate the effects of any discrimination that resulted from adherence to these policies and practices.

(2) A recipient that employs fifteen or more persons shall, for at least three years followed completion of the evaluation required under paragraph (c)(1) of this section, maintain on file, make available for public inspection, and provide to the Director upon request: (i) a list of the interested persons consulted, (ii) a description of areas examined and any problems identified, and (iii) a description of any modifications made and of any remedial steps taken.

§ 84.7 Designation of responsible employee and adoption of grievance procedures.

(a) *Designation of responsible employee.* A recipient that employs fifteen or more persons shall designate at least one person to coordinate its efforts to comply with this part.

(b) *Adoption of grievance procedures.* A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part. Such procedures need not be established with respect to complaints from applicants for employment or from applicants for admission to postsecondary educational institutions.

§ 84.8 Notice.

(a) A recipient that employs fifteen or more persons shall take appropriate initial and continuing steps to notify participants, beneficiaries, applicants, and employees, including those with impaired vision or hearing, and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of handicap in violation of section 504 and this part. The notification shall state, where appropriate, that the recipient does not discriminate in admission or access to, or treatment or employment in, its programs and activities. The notification shall also include an identification of the responsible employee designated pursuant to § 84.7(a). A recipient shall make the initial notification required by this paragraph within 90 days of the effective date of this part. Methods of initial and continuing notification may include the posting of notices, publication in newspapers and magazines, placement of notices in recipients' publication, and distribution of memoranda or other written communications.

(b) If a recipient publishes or uses recruitment materials or publications containing general information that it makes available to participants, beneficiaries, applicants, or employees, it shall include in those materials or publications a statement of the policy described in paragraph (a) of this section. A recipient may meet the requirement of this paragraph either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

§ 84.9 Administrative requirements for small recipients.

The Director may require any recipient with fewer than fifteen employees, or any class of such recipients, to comply with §§ 84.7 and 84.8, in whole or in part, when the Director finds a violation of this part or finds that such compliance will not significantly impair the ability of the recipient or class of recipients to provide benefits or services.

§ 84.10 Effect of state or local law or other requirements and effect of employment opportunities.

(a) The obligation to comply with this part is not obviated or alleviated by the existence of any state or local law or other requirement that, on the basis of handicap, imposes prohibitions or limits upon the eligibility of qualified handicapped persons to receive services or to practice any occupation or profession.

(b) The obligation to comply with this part is not obviated or alleviated because employment opportunities in any occupation or profession are or may be more limited for handicapped persons than for nonhandicapped persons.

Subpart B—Employment Practices

§ 84.11 Discrimination prohibited.

(a) *General.* (1) No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity to which this part applies.

(2) A recipient that receives assistance under the Education of the Handicapped Act shall take positive steps to employ and advance in employment qualified handicapped persons in programs assisted under that Act.

(3) A recipient shall make all decisions concerning employment under any program or activity to which this part applies in a manner which ensures that discrimination on the basis of handicap does not occur and may not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of handicap.

(4) A recipient may not participate in a contractual or other relationship that has the effect of subjecting qualified handicapped applicants or employees to discrimination prohibited by this subpart. The relationships referred to in this subparagraph include relationships with employment and referral agencies, with labor unions, with organizations providing or administering fringe benefits to employees of the recipient, and with organizations providing training and apprenticeship programs.

(b) *Specific activities.* The provisions of this subpart apply to:

(1) Recruitment, advertising, and the processing of applications for employment;

(2) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation and changes in compensation;

(4) Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

(5) Leaves of absense, sick leave, or any other leave;

(6) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(7) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absence to pursue training;

(8) Employer sponsored activities, including social or recreational programs; and

(9) Any other term, condition, or privilege of employment.

(c) A recipient's obligation to comply with this subpart is not affected by any inconsistent term of any collective bargaining agreement to which it is a party.

§ 84.12 Reasonable accommodation.

(a) A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program.

(b) Reasonable accommodation may include: (1) making facilities used by employees readily accessible to and usable by handicapped persons, and (2) job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

(c) In determining pursuant to paragraph (a) of this section whether an accommodation would impose an undue hardship on the operation of a recipient's program, factors to be considered include:

(1) The overall size of the recipient's program with respect to number of employees, number and type of facilities, and size of budget;

(2) The type of the recipient's operation, including the composition and structure of the recipient's workforce; and

(3) The nature and cost of the accommodation needed.

(d) A recipient may not deny any employment opportunity to a qualified handicapped employee or applicant if the basis for the denial is the need to make reasonable accommodation to the physical or mental limitations of the employee or applicant.

§ 84.13 Employment criteria.

(a) A recipient may not make use of any employment test or other selection criterion that screens out or tends to screen out handicapped persons or any class of handicapped persons unless: (1) the test score or other selection criterion, as used by the recipient, is shown to be job-related for the position in question, and (2) alternative job-related tests or criteria that do not screen out or tend to screen out as many handicapped persons are not shown by the Director to be available.

(b) A recipient shall select and administer tests concerning employment so as best to ensure that, when administered to an applicant or employee who has a handicap that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

§ 84.14 *Preemployment inquiries.*

(a) Except as provided in paragraphs (b) and (c) of this section, a recipient may not conduct a preemployment medical examination or may not make preemployment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make preemployment inquiry into an applicant's ability to perform job-related functions.

(b) When a recipient is taking remedial action to correct the effects of past discrimination pursuant to § 84.6 (a), when a recipient is taking voluntary action to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity pursuant to § 84.6(b), or when a recipient is taking affirmative action pursuant to section 503 of the Act, the recipient may invite applicants for employment to indicate whether and to what extent they are handicapped, *Provided*, That:

(1) The recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and

(2) The recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential as provided in paragraph (d) of this section, that refusal to provide it will not subject the applicant or employee to any adverse treatment, and that it will be used only in accordance with this part.

(c) Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, *Provided*, That: (1) All entering employees are subjected to such an examination regardless of handicap, and (2) the results of such an examination are used only in accordance with the requirements of this part.

(d) Information obtained in accordance with this section as to the medical condition or history of the applicant shall be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

(1) Supervisors and managers may be informed regarding restrictions on the work or duties of handicapped persons and regarding necessary accommodations;

(2) First aid and safety personnel may be informed, where appropriate, if the condition might require emergency treatment; and

(3) Government officials investigating compliance with the Act shall be provided relevant information upon request.

§§ 84.15—84.20 [Reserved]

Subpart C—Program Accessibility

§ 84.21 *Discrimination prohibited.*

No qualified handicapped person shall, because a recipient's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which this part applies.

§ 84.22 *Existing facilities.*

(a) *Program accessibility.* A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

(b) *Methods.* A recipient may comply with the requirement of paragraph (a) of this section through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of health, welfare, or other social services at alternate accessible sites, alteration of existing facilities and construction of new facilities in conformance with the requirements of § 84.23, or any other methods that result in making its program or activity accessible to handicapped persons. A recipient is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with paragraph (a) of this section. In choosing among available methods for meeting the requirement of paragraph (a) of this section, a recipient shall give priority to those methods that offer programs and activities to handicapped persons in the most integrated setting appropriate.

(c) *Small health, welfare, or other social service providers.* If a recipient with fewer than fifteen employees that provides health, welfare, or other social services finds, after consultation with a handicapped person seeking its services, that there is no method of complying with paragraph (a) of this section other than making a significant alteration in its existing facilities, the recipient may, as an alternative, refer the handicapped person to other providers of those services that are accessible.

(d) *Time period.* A recipient shall comply with the requirement of paragraph (a) of this section within sixty days of the effective date of this part except that where structural changes in facilities are necessary, such changes shall be made within three years of the effective date of this part, but in any event as expeditiously as possible.

(e) *Transition plan.* In the event that structural changes to facilities are necessary to meet the requirement of paragraph (a) of this section, a recipient shall develop, within six months of the effective date of this part, a transition plan setting forth the steps necessary to complete such changes. The plan shall be developed with the assistance of interested persons, including handicapped persons or organizations representing handicapped persons. A copy of the transition plan shall be made available for public inspection. The plan shall, at a minimum:

(1) Identify physical obstacles in the recipient's facilities that limit the accessibility of its program or activity to handicapped persons;

(2) Describe in detail the methods that will be used to make the facilities accessible;

(3) Specify the schedule for taking the steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify steps that will be taken during each year of the transition period; and

(4) Indicate the person responsible for implementation of the plan.

(f) *Notice.* The recipient shall adopt and implement procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

§ 84.23 *New construction.*

(a) *Design and construction.* Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient shall be designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by handicapped persons, if the construction was commenced after the effective date of this part.

(b) *Alteration.* Each facility or part of a facility which is altered by, on behalf of, or for the use of a recipient after the effective date of this part in a manner that affects or could affect the usability of the facility or part of the facility shall, to the maximum extent feasible, be altered in such manner that the altered portion of the facility is readily accessible to and usable by handicapped persons.

(c) *American National Standards Institute accessibility standards.* Design, construction, or alteration of facilities in conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped," published by the American National Standards Institute, Inc. (ANSI A117.1-1961 (R1971))[1] which is incorporated by reference in this part, shall constitute compliance with paragraphs (a) and (b) of this section. Departures from particular requirements of those standards by the use of other methods shall be permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided.

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[1] Copies obtainable from American National Standards Institute, Inc., 1430 Broadway, New York, N.Y. 10018.

§§ 84.24–84.30 [Reserved]

Subpart D—Preschool, Elementary, and Secondary Education

§ 84.31 Application of this subpart.

Subpart D applies to preschool, elementary, secondary, and adult education programs and activities that receive or benefit from federal financial assistance and to recipients that operate, or that receive or benefit from federal financial assistance for the operation of, such programs or activities.

§ 84.32 Location and notification.

A recipient that operates a public elementary or secondary education program shall annually:

(a) Undertake to identify and locate every qualified handicapped person residing in the recipient's jurisdiction who is not receiving a public education; and

(b) Take appropriate steps to notify handicapped persons and their parents or guardians of the recipient's duty under this subpart.

§ 84.33 Free appropriate public education.

(a) *General.* A recipient that operates a public elementary or secondary education program shall provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap.

(b) *Appropriate education.* (1) For the purpose of this subpart, the provision of an appropriate education is the provision of regular or special education and related aids and services that (i) are designed to meet individual educational needs of handicapped persons as adequately as the needs of nonhandicapped persons are met and (ii) are based upon adherence to procedures that satisfy the requirements of §§ 84.34, 84.35, and 84.36.

(2) Implementation of an individualized education program developed in accordance with the Education of the the Handicapped Act is one means of meeting the standard established in paragraph (b)(1)(i) of this section.

(3) A recipient may place a handicapped person in or refer such person to a program other than the one that it operates as its means of carrying out the requirements of this subpart. If so, the recipient remains responsible for ensuring that the requirements of this subpart are met with respect to any handicapped person so placed or referred.

(c) *Free education*—(1) *General.* For the purpose of this section, the provision of a free education is the provision of educational and related services without cost to the handicapped person or to his or her parents or guardian, except for those fees that are imposed on nonhandicapped persons or their parents or guardian. It may consist either of the provision of free services or, if a recipient places a handicapped person in or refers such person to a program not operated by the recipient as its means of carrying out the requirements of this subpart, of payment for the costs of the program. Funds available from any public or private agency may be used to meet the requirements of this subpart. Nothing in this section shall be construed to relieve an insurer or similar third party from an otherwise valid obligation to provide or pay for services provided to a handicapped person.

(2) *Transportation.* If a recipient places a handicapped person in or refers such person to a program not operated by the recipient as its means of carrying out the requirements of this subpart, the recipient shall ensure that adequate transportation to and from the program is provided at no greater cost than would be incurred by the person or his or her parents or guardian if the person were placed in the program operated by the recipient.

(3) *Residential placement.* If placement in a public or private residential program is necessary to provide a free appropriate public education to a handicapped person because of his or her handicap, the program, including nonmedical care and room and board, shall be provided at no cost to the person or his or her parents or guardian.

(4) *Placement of handicapped persons by parents.* If a recipient has made available, in conformance with the requirements of this section and § 84.34, a free appropriate public education to a handicapped person and the person's parents or guardian choose to place the person in a private school, the recipient is not required to pay for the person's education in the private school. Disagreements between a parent or guardian and a recipient regarding whether the recipient has made such a program available or otherwise regarding the question of financial responsibility are subject to the due process procedures of § 84.36.

(d) *Compliance.* A recipient may not exclude any qualified handicapped person from a public elementary or secondary education after the effective date of this part. A recipient that is not, on the effective date of this regulation, in full compliance with the other requirements of the preceding paragraphs of this section shall meet such requirements at the earliest practicable time and in no event later than September 1, 1978.

§ 84.34 Educational setting.

(a) *Academic setting.* A recipient to which this subpart applies shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.

(b) *Nonacademic settings.* In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 84.37(a)(2), a recipient shall ensure that handicapped persons participate with nonhandicapped persons in such activities and services to the maximum extent appropriate to the needs of the handicapped person in question.

(c) *Comparable facilities.* If a recipient, in compliance with paragraph (a) of this section, operates a facility that is identifiable as being for handicapped persons, the recipient shall ensure that the facility and the services and activities provided therein are comparable to the other facilities, services, and activities of the recipient.

§ 84.35 Evaluation and placement.

(a) *Preplacement evaluation.* A recipient that operates a public elementary or secondary education program shall conduct an evaluation in accordance with the requirements of paragraph (b) of this section of any person who, because of handicap, needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education program and any subsequent significant change in placement.

(b) *Evaluation procedures.* A recipient to which this subpart applies shall establish standards and procedures for the evaluation and placement of persons who, because of handicap, need or are believed to need special education or related services which ensure that:

(1) Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

(2) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

(3) Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

(c) *Placement procedures.* In interpreting evaluation data and in making placement decisions, a recipient shall (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered, (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and (4) ensure that the placement decision is made in conformity with § 84.34.

(d) *Reevaluation.* A recipient to which this section applies shall establish procedures, in accordance with paragraph (b) of this section, for periodic reevaluation of students who have been provided special education and related services. A reevaluation procedure consistent with the Education for the Handicapped Act is one means of meeting this requirement.

§ 84.36 Procedural safeguards.

A recipient that operates a public elementary or secondary education program shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of section 615 of the Education of the Handicapped Act is one means of meeting this requirement.

§ 84.37 Nonacademic services.

(a) *General.* (1) A recipient to which this subpart applies shall provide nonacademic and extracurricular services and activities in such manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.

(2) Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipient, referrals to agencies which provide assistance to handicapped persons, and employment of students, including both employment by the recipient and assistance in making available outside employment.

(b) *Counseling services.* A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities.

(c) *Physical education and athletics.* (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors interscholastic, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different from those offered to nonhandicapped students only if separation or differentiation is consistent with the requirements of § 84.34 and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

§ 84.38 Preschool and adult education programs.

A recipient to which this subpart applies that operates a preschool education or day care program or activity or an adult education program or activity may not, on the basis of handicap, exclude qualified handicapped persons from the program or activity and shall take into account the needs of such persons in determining the aid, benefits, or services to be provided under the program or activity.

§ 84.39 Private education programs.

(a) A recipient that operates a private elementary or secondary education program may not, on the basis of handicap, exclude a qualified handicapped person from such program if the person can, with minor adjustments, be provided an appropriate education, as defined in § 84.33(b)(1), within the recipient's program.

(b) A recipient to which this section applies may not charge more for the provision of an appropriate education to handicapped persons than to nonhandicapped persons except to the extent that any additional charge is justified by a substantial increase in cost to the recipient.

(c) A recipient to which this section applies that operates special education programs shall operate such programs in accordance with the provisions of §§ 84.35 and 84.36. Each recipient to which this section applies is subject to the provisions of §§ 84.34, 84.37, and 84.38.

§ 84.40 [Reserved]

Subpart E—Postsecondary Education

§ 84.41 Application of this subpart.

Subpart E applies to postsecondary education programs and activities, including postsecondary vocational education programs and activities, that receive or benefit from federal financial assistance and to recipients that operate, or that receive or benefit from federal financial assistance for the operation of, such programs or activities.

§ 84.42 Admissions and recruitment.

(a) *General.* Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment by a recipient to which this subpart applies.

(b) *Admissions.* In administering its admission policies, a recipient to which this subpart applies:

(1) May not apply limitations upon the number or proportion of handicapped persons who may be admitted;

(2) May not make use of any test or criterion for admission that has a disproportionate, adverse effect on handicapped persons or any class of handicapped persons unless (i) the test or criterion, as used by the recipient, has been validated as a predictor of success in the education program or activity in question and (ii) alternate tests or criteria that have a less disproportionate, adverse effect are not shown by the Director to be available;

(3) Shall assure itself that (i) admissions tests are selected and administered so as best to ensure that, when a test is administered to an applicant who has a handicap that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure); (ii) admissions tests that are designed for persons with impaired sensory, manual, or speaking skills are offered as often and in as timely a manner as are other admissions tests; and (iii) admissions tests are administered in facilities that, on the whole, are accessible to handicapped persons; and

(4) Except as provided in paragraph (c) of this section, may not make preadmission inquiry as to whether an applicant for admission is a handicapped person but, after admission, may make inquiries on a confidential basis as to handicaps that may require accommodation.

(c) *Preadmission inquiry exception.* When a recipient is taking remedial action to correct the effects of past discrimination pursuant to § 84.6(a) or when a recipient is taking voluntary action to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity pursuant to § 84.6(b), the recipient may invite applicants for admission to indicate whether and to what extent they are handicapped, *Provided,* That:

(1) The recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary action efforts; and

(2) The recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide it will not subject the applicant to any adverse treatment, and that it will be used only in accordance with this part.

(d) *Vulidity studies.* For the purpose of paragraph (b)(2) of this section, a recipient may base prediction equations on first year grades, but shall conduct periodic validity studies against the criterion of overall success in the education program or activity in question in order to monitor the general validity of the test scores.

§ 84.43 Treatment of students; general.

(a) No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education program or activity to which this subpart applies.

(b) A recipient to which this subpart applies that considers participation by students in education programs or activities not operated wholly by the recipient as part of, or equivalent to, an education program or activity operated by the recipient shall assure itself that the other education program or activity, as a whole, provides an equal opportunity for the participation of qualified handicapped persons.

(c) A recipient to which this subpart applies may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of study, or other part of its education program or activity.

(d) A recipient to which this subpart applies shall operate its programs and activities in the most integrated setting appropriate.

§ 84.44 Academic adjustments.

(a) *Academic requirements.* A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

(b) *Other rules.* A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

(c) *Course examinations.* In its course examinations or other procedures for evaluating students' academic achievement in its program, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).

(d) *Auxiliary aids.* (1) A recipient to which this subpart applies shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

(2) Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

§ 84.45 Housing.

(a) *Housing provided by the recipient.* A recipient that provides housing to its nonhandicapped students shall provide comparable, convenient, and accessible housing to handicapped students at the same cost as to others. At the end of the transition period provided for in Subpart C, such housing shall be available in sufficient quantity and variety so that the scope of handicapped students' choice of living accommodations is, as a whole, comparable to that of nonhandicapped students.

(b) *Other housing.* A recipient that assists any agency, organization, or person in making housing available to any of its students shall take such action as may be necessary to assure itself that such housing is, as a whole, made available in a manner that does not result in discrimination on the basis of handicap.

§ 84.46 Financial and employment assistance to students.

(a) *Provision of financial assistance.* (1) In providing financial assistance to qualified handicapped persons, a recipient to which this subpart applies may not (i), on the basis of handicap, provide less assistance than is provided to nonhandicapped persons, limit eligibility for assistance, or otherwise discriminate or (ii) assist any entity or person that provides assistance to any of the recipient's students in a manner that discriminates against qualified handicapped persons on the basis of handicap.

(2) A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap only if the overall effect of the award of scholarships, fellowships, and other forms of financial assistance is not discriminatory on the basis of handicap.

(b) *Assistance in making available outside employment.* A recipient that assists any agency, organization, or person in providing employment opportunities to any of its students shall assure itself that such employment opportunities, as a whole, are made available in a manner that would not violate Subpart B if they were provided by the recipient.

(c) *Employment of students by recipients.* A recipient that employs any of its students may not do so in a manner that violates Subpart B.

§ 84.47 Nonacademic services.

(a) *Physical education and athletics.* (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient that offers physical education courses or that operates or sponsors intercollegiate, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different only if separation or differentiation is consistent with the requirements of §84.43(d) and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

(b) *Counseling and placement services.* A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. This requirement does not preclude a recipient from providing factual information about licensing and certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

(c) *Social organizations.* A recipient that provides significant assistance to fraternities, sororities, or similar organizations shall assure itself that the membership practices of such organizations do not permit discrimination otherwise prohibited by this subpart.

§§ 84.48—84.50 [Reserved]

Subpart F—Health, Welfare, and Social Services

§ 84.51 Application of this subpart.

Subpart F applies to health, welfare, and other social service programs and activities that receive or benefit from federal financial assistance and to recipients that operate, or that receive or benefit from federal financial assistance for the operation of, such programs or activities.

§ 84.52 Health, welfare, and other social services.

(a) *General.* In providing health, welfare, or other social services or benefits, a recipient may not, on the basis of handicap:

(1) Deny a qualified handicapped person these benefits or services;

(2) Afford a qualified handicapped person an opportunity to receive benefits or services that is not equal to that offered nonhandicapped persons;

(3) Provide a qualified handicapped person with benefits or services that are not as effective (as defined in § 84.4(b)) as the benefits or services provided to others;

(4) Provide benefits or services in a manner that limits or has the effect of limiting the participation of qualified handicapped persons; or

(5) Provide different or separate benefits or services to handicapped persons except where necessary to provide qualified handicapped persons with benefits and services that are as effective as those provided to others.

(b) *Notice.* A recipient that provides notice concerning benefits or services or written material concerning waivers of rights or consent to treatment shall take such steps as are necessary to ensure that qualified handicapped persons, including those with impaired sensory or speaking skills, are not denied effective notice because of their handicap.

(c) *Emergency treatment for the hearing impaired.* A recipient hospital that provides health services or benefits shall establish a procedure for effective communication with persons with impaired hearing for the purpose of providing emergency health care.

(d) *Auxiliary aids.* (1) A recipient to which this subpart applies that employs fifteen or more persons shall provide appropriate auxiliary aids to persons with impaired sensory, manual, or speaking skills, where necessary to afford such persons an equal opportunity to benefit from the service in question.

(2) The Director may require recipients with fewer than fifteen employees to provide auxiliary aids where the provision of aids would not significantly impair the ability of the recipient to provide its benefits or services.

(3) For the purpose of this paragraph, auxiliary aids may include brailled and taped material, interpreters, and other aids for persons with impaired hearing or vision.

§ 84.53 Drug and alcohol addicts.

A recipient to which this subpart applies that operates a general hospital or outpatient facility may not discriminate in admission or treatment against a drug or alcohol abuser or alcoholic who is suffering from a medical condition, because of the person's drug or alcohol abuse or alcoholism.

§ 84.54 Education of institutionalized persons.

A recipient to which this subpart applies and that operates or supervises a program or activity for persons who are institutionalized because of handicap shall ensure that each qualified handicapped person, as defined in § 84.3(k)(2), in its program or activity is provided an appropriate education, as defined in § 84.33(b). Nothing in this section shall be interpreted as altering in any way the obligations of recipients under Subpart D.

§§ 84.55–84.60 [Reserved]

Subpart G—Procedures

§ 84.61 Procedures.

The procedural provisions applicable to title VI of the Civil Rights Act of 1964 apply to this part. These procedures are found in §§ 80.6–80.10 and Part 81 of this Title.

§§ 84.62–84.99 [Reserved]

NOTE: Incorporation by reference provisions approved by the Director of the Federal Register, May 27, 1975. Incorporated documents are on file at the Office of the Federal Register.

APPENDIX F

Assembly Bill No. 77

Assembly Bill No. 77

CHAPTER 275

An act to amend Sections 17303.6, 17402, and 17407 of, to add Sections 18151, 25302.1, and 25306.5 to, and to repeal Section 18151 of, the Education Code, relating to community colleges, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor June 25, 1976. Filed with
Secretary of State June 26, 1976.]

LEGISLATIVE COUNSEL'S DIGEST

AB 77, Lanterman. Community colleges: handicapped students.

(1) The law currently provides for transfer to the community college portion of the State School Fund of specified amounts per a.d.a. for the education of physically handicapped, mentally retarded, and educationally handicapped students, and for the transportation to special classes of certain handicapped students, and for the transportation of students generally.

This bill would provide, instead, for the same gross amount per a.d.a. to be transferred to the community college portion of the State School Fund for the combined purpose of funding the cost of providing various specified services to handicapped students enrolled in community colleges and would specify a limit upon such amount. For this purpose, handicapped students are defined as students having exceptional needs due to a physical, communication, or learning disability.

(2) The law currently provides for a special apportionment to community college districts in a designated amount for each physically handicapped student, as defined, enrolled.

This bill would, instead, provide for apportionments, to be included in the first and second regular principal apportionments to community college districts, of an amount up to a designated maximum for each handicapped student, as defined, enrolled. This bill would allow the prescribed amount per student to be doubled under certain conditions, so long as the total authorized apportionment was not exceeded.

This bill would also prescribe the extent to which it supersedes provisions of the Budget Act of 1975 with respect to the derivation and distribution of Section B of the State School Fund.

It also would specify that it does not supersede designated portions of the Budget Act of 1976.

This bill would take effect immediately as an urgency statute.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares that state programs of support for community college students with exceptional needs have developed over time in response to specific needs of identifiable groups. Consequently, there are at least seven separate state programs providing support to enable these individuals to attend community colleges. These programs were established independently and require separate accounting, auditing, and reporting procedures both at the institutional level and within the office of the Chancellor of the California Community Colleges. One effect of these duplicative accounting and reporting procedures is that much of the state support currently allocated by law for these students is not being effectively utilized.

The Legislature finds and declares that community colleges provide a valuable educational and training resource for many individuals with exceptional needs, and that the existing funding structure of state support for these persons needs revision in order to provide them with appropriate educational opportunities within existing statutory support limitations.

This act is intended to enhance opportunities within community colleges for handicapped students, but not to limit such students as to the type of postsecondary institution, if any, they attend.

It is the further intent of the Legislature that individuals with exceptional needs shall be placed in regular education programs when special educational services are no longer required.

SEC. 2. Section 17303.6 of the Education Code is amended to read:

17303.6. The amount transferred to Section B of the State School Fund pursuant to subdivisions (b) and (c) of Section 17301.1 shall be expended in accordance with the following schedule:

(a) Two hundred eighty-nine dollars and seventy cents ($289.70) multiplied by the total average daily attendance credited to community college districts during the preceding fiscal year for basic aid and equalization aid to be apportioned to community college districts on account of average daily attendance.

(b) Twelve dollars and nineteen cents ($12.19) multiplied by the average daily attendance during the preceding school year credited for purposes of state apportionments to all community college districts for the purpose of Article 12 (commencing with Section 18151) of this chapter.

SEC. 3. Section 17402 of the Education Code is amended to read:

17402. The Superintendent of Public Instruction shall on or before February 20th of each year apportion to each elementary school district, high school district, community college district, county school service fund, and county school tuition fund the total amounts allowed to them under Sections 6426, 17751, 17801, 17851, 17901, 17902, 17904, 17931, 17952, 18060, 18062, 18102, 18102.2, 18102.4, 18102.6, 18102.9, 18151, 18352, 18355, 18358, 18401, and Sections 18451 to 18456, inclusive, whichever are in effect. This apportionment shall be called the first principal apportionment.

SEC. 4. Section 17407 of the Education Code is amended to read:

17407. The Superintendent of Public Instruction shall on or before June 25th of each year apportion to each elementary school district, high school district, community college district, county school service fund, and county school tuition fund the total amounts allowed to them under Sections 6426, 17751, 17801, 17851, 17901, 17902, 17904, 17951, 17952, 18060, 18062, 18102, 18102.2, 18102.4, 18102.6, 18102.9, 18151, 18352, 18355, 18358, 18401, and Sections 18451 to 18456, inclusive, whichever are in effect. This apportionment shall be called the second principal apportionment.

SEC. 5. Section 18151 of the Education Code is repealed.

SEC. 6. Section 18151 is added to the Education Code, to read:

18151. (a) The Chancellor of the California Community Colleges shall apportion to each community college district for the purpose of funding the excess direct district cost of providing special facilities, special educational material, educational assistance, mobility assistance, transportation, and program developmental services for handicapped students enrolled at a community college as defined in Section 25306.5, who have demonstrated a need for such services, an amount not exceeding seven hundred eighty-five dollars ($785) in each fiscal year for each such handicapped student.

(b) The Board of Governors of the California Community Colleges shall adopt rules and regulations for determining program and service components and appropriation of resources to community college districts pursuant to Section 25306.5. Such rules and regulations shall be based upon guidelines, developed and approved by both the chancellor and the Director of Rehabilitation after public hearings, and shall be appropriate to the educational needs of handicapped students enrolled at a community college.

The chancellor and the Director of Rehabilitation shall incorporate suggestions from other interested persons and organizations in the guidelines where feasible and appropriate.

If the chancellor and the Director of Rehabilitation are unable to agree upon any portion or portions of the guidelines, each may submit guidelines to the board of governors, which may base the rules and regulations which it adopts on any combination of guidelines submitted.

(c) Each community college district receiving an allowance under this section shall report to the chancellor on forms and at such times as he shall provide, all expenditures and incomes related to handicapped students for whom such allowances are made. If the chancellor determines that the current expense of educating such students does not equal or exceed the sum of basic state aid and state equalization aid provided in the regular community college foundation program per unit of average daily attendance, the allowance provided under this section and any amount of local tax funds contributed to the foundation program for each such handicapped student in average daily attendance in the district, then the amount of such deficiency shall be withheld from state apportionments to the district in the succeeding fiscal year in accordance with the procedure prescribed in Section 17414.

(d) The chancellor and the Director of Rehabilitation shall review programs for handicapped students funded pursuant to this section and shall report, jointly or separately, their findings and recommendations to the Legislature not later than February 15, 1978. The report shall include recommendations relative to appropriate levels of support for programs and services for handicapped students and further improvements in funding procedures.

(e) Notwithstanding subdivision (a), the chancellor may, upon recommendation of the Director of Rehabilitation, allocate amounts up to twice the amount authorized in subdivision (a) to provide for excess costs of educational services for severely disabled students as defined pursuant to subdivision (c) of Section 25506.5; provided, however, that any allocations made pursuant to this subdivision (e) shall not result in an increase in the total amount of funds allocated pursuant to this section. Allocations in excess of seven hundred eighty-five dollars ($785) per student shall be provided only to programs identified by the chancellor and the Director of Rehabilitation in accordance with rules and regulations adopted pursuant to subdivision (b).

(f) In the event that requests for apportionments exceed the amount of state funds statutorily available, the chancellor shall apportion the statutorily available funds among community college districts applying for such funds in accordance with guidelines established and approved by the chancellor and the Director of Rehabilitation pursuant to this section. State apportionments shall be made only to districts which certify that all appropriate federal and local funds available for programs for handicapped students are being utilized.

(g) The chancellor's office and the Department of Rehabilitation shall jointly develop guidelines governing expenditures relating to handicapped students to prevent duplication in state expenditures for such students.

SEC. 7. Section 25502.1 is added to the Education Code, to read:

25502.1. Every community college district shall provide access to its services, classes, and programs without regard to race, religious creed, color, national origin, ancestry, handicap, or sex.

SEC. 8. Section 25506.5 is added to the Education Code, to read:

25506.5. (a) The Board of Governors of the California Community Colleges shall adopt rules and regulations for determining program and service components and appropriation of resources to individual college districts for the education of handicapped students. Such rules and regulations shall be based upon guidelines developed and approved by both the chancellor and the Director of Rehabilitation and shall be appropriate to the needs for education of handicapped students enrolled at a community college.

(b) As used in this section, "handicapped students" are persons enrolled at a community college who cannot benefit from the regular educational program provided by the community college at which such students are enrolled, without special services and programs, because of a physical, communication, or learning disability as defined by the Director of Rehabilitation in cooperation with the Chancellor of the California Community Colleges, following public hearings. Such a disability shall be defined in a manner consistent with the definitions given in this subdivision.

"Physical disability" means a disability attributable to a vision, mobility, orthopedic, or other health impairment. "Communication disability" means a disability attributable to a speech or hearing impairment. "Learning disability" means a disability attributable to a neurological, biochemical, or developmental impairment.

(c) The Director of Rehabilitation shall also, after public hearings and consultation with the chancellor, define "severely disabled students" for purposes of funding the excess costs of such students as authorized by subdivision (e) of Section 18151.

SEC. 8.5. If rules and regulations have not been adopted and become effective pursuant to Section 18151 of the Education Code (as enacted by Section 6 of this act) by June 25, 1976, the Chancellor of the California Community Colleges shall apportion from the funds available pursuant to subdivision (b) of Section 17303.6 of the Education Code in fiscal year 1975–76, amounts necessary to fund the excess direct costs of providing the facilities, material, assistance, and services referred to in Section 18151.

SEC. 9. In lieu of the schedule of expenditures set forth in paragraphs (2), (3), (4), and (5) of subdivision (b) of Item 350.1 of the Budget Act of 1975 (Chapter 176 of the Statutes of 1975), the schedule of expenditures prescribed by subdivision (b) of Section 17303.6, as amended by this act, shall prevail, and shall govern the expenditure of funds from Section B of the State School Fund.

This act is not intended and shall not be construed to supersede any portion of Item 350.1 of the Budget Act of 1975, except for paragraphs (2), (3), (4), and (5) of subdivision (b) thereof.

Paragraph (1) of subdivision (b) of Item 350.1 of the Budget Act of 1975 shall supersede subdivision (a) of Section 17303.6 of the Education Code, as amended by this act, for the remainder of the 1975–76 fiscal year.

SEC. 9.5. In lieu of the schedule of expenditures set forth in paragraphs (2), (3), (4), and (5) of subdivision (b) of Item 366 of the Budget Act of 1976, the schedule of expenditures prescribed by subdivision (b) of Section 17303.6, as amended by this act, shall prevail, and shall govern the expenditure of funds from Section B of the State School Fund.

This act is not intended, and shall not be construed, to supersede any portion of Item 366 of the Budget Act of 1976, except for paragraphs (2), (3), (4), and (5) of subdivision (b) thereof.

Paragraph (1) of subdivision (b) of Item 366 of the Budget Act of 1976 shall supersede subdivision (a) of Section 17303.6 of the Education Code, as amended by this act, for the 1976–77 fiscal year.

SEC. 10. This act is an urgency statute necessary for the immediate preservation of the public peace, health or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting such necessity are:

In order that funds appropriated for handicapped students attending community college may be more effectively utilized for the 1975–76 school year, which commenced July 1, 1975, it is essential that this act go into effect immediately.